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ABSTRACT

The Oregon Consortium for Incremental Development of Exemplary Career Education Programs had three major thrusts: (1) plans were made to upgrade levels of career education (K-12) based on 14 specified assessment categories; (2) each of the five participating consortium districts focused its efforts on one specific program category (the program categories were career guidance, staff development, curriculum processes, student participation, and communications); and (3) the criteria of the fourteen career education assessment categories were used, examined, and revised. Major emphasis was given to maximum ongoing, two-way flow of intraconsortium information between the project director and district coordinators, between target schools and other schools in consortium districts, and between consortium districts; and intrastate, between consortium districts and other Oregon school districts. At the end of phase I of this three-year project, the consortium had accomplished all its objectives, except for the pilot testing of the revised Career Education Assessment Guide Criteria. Plans were made for several schools to undertake this task the following year. The most visible results of the project were the five "how-to-do-it" models on career guidance, staff development, student participation, curriculum, and communication. These models were disseminated to schools throughout the state and nation. (Author/BM)

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FINAL REPORT

PHASE I

OREGON CONSORTIUM FOR INCREMENTAL DEVELOPMENT OF EXEMPLARY CAREER EDUCATION PROGRAMS

1975-76

A PROJECT FUNDED BY U. S. OFFICE OF EDUCATION

GRANT NO. G007507041

Report prepared by: John A. Armstrong

Under the Supervision of: John D. Ries
Project Director

June 30, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Abstract

BACKGROUND

The Oregon Consortium for Incremental Development of Exemplary Career Education Programs, originally conceived as a three-year project, completed the first, one-year phase of its operations during the 1975-76 school year ending June 30, 1976.

Broad purpose of the Consortium's project was to expand levels of career education in grades Kindergarten through high school (K-12) in career awareness, career exploration, and career preparation. Generally, these three concerns have been compartmentalized into three education levels, awareness K-6, exploration 7-10, and preparation 11-12. The Oregon Consortium regarded the three as on-going, overlapping areas of concern, with career awareness and exploration functions continuing through high school.

Federal financing was obtained for $200,000 for the first year (Phase I). This was supplemented by in-kind services and personnel furnished by participating districts, plus housing and communication costs, totalling in all over $100,000. Several districts and the Oregon State Department of Education (SDE) also budgeted direct funds amounting to over $25,000 for supplemental project activities.

The Oregon Consortium included five school districts in Northwestern Oregon representing a cross-section of urban, suburban and rural districts, and all geographical, economical, social and ethnic components. Not only were these five districts selected to present as broad a spectrum as possible, but because they were doing something in career education and had differing concerns and strengths in their current career education programs.

The five districts overall encompass 188 schools, elementary, junior high (middle and intermediate) and high schools, with a total enrollment of over 100,000 students, and include: Portland School District, David Douglas School District, Beaverton School District, Amity School District, and Clatsop County Intermediate Education District (See Appendix B).

The Consortium organization includes a full-time project director, a part or full-time coordinator for each of the five districts, and an eight-person policy-making board of directors, as follows:

Project Director: John D. Ries
Portland Public Schools

District Coordinators: Joan Siebert, Portland; Sarah Jones, David Douglas; Dave Lewis, Beaverton; Lana Read, Amity; and Pete Jones, Clatsop IED

Board of Directors: Donald M. Gilles, Chairman
Coordinator
Career Education Program Development
Oregon State Department of Education

Kenneth L. Box
Career Education Director
Beaverton School District

Maurice Burchfield
Director of Basic Education
Oregon State Department of Education

Charles E. Dymond
Regional Career Education Director
Clatsop IED

Larry D. Martin
Career Education Coordinator
Amity School District

Omer K. McCaleb
Career Education and Guidance Services
David Douglas School District

Marvin R. Rasmussen
Director of Instructional Support
Career Education
Portland Public Schools

Warren C. Rathbun
Career Education Specialist, Area III
Portland Public Schools

Project Secretary: Barbara R. Parmelee

The project director supervised Consortium operations, monitored district operations, and carried out board policies. The five district coordinators worked with the project director to achieve overall Consortium objectives, and with their individual districts to achieve district objectives, coordinating these with the Consortium. The board set policy, meeting monthly, or oftener when needed, to review policy, and assess and forecast progress.

Two-way flow of information between the board, project director, district coordinators and the Consortium schools was paramount, and was emphasized. This two-way communication proved to be one of the outstanding achievements of the Oregon Consortium project.

The consortium project director maintained liaison with two Portland-located organizations regional in scope: IPAR (Institute for Public Affairs Research Inc.), a non-profit, non-partisan educational foundation of leaders from business, industry, labor and the professions; and the Portland Career Education Advisory Council.

Individual districts, to varying degrees, utilized local advisory committees. The Beaverton district was particularly active with two committees, career awareness and career exploration.

OPERATIONS

While the cross-section of 23 schools (13,485 students) from five districts were designated as consortium target schools, in the final sense all schools in the districts were to be involved to a degree, and to benefit.

Career Education Improvement:

Each district was to improve and expand its career education programs, spearheaded by the target schools. Consortium schools were to maintain a two-way flow of information between themselves and other schools in their home districts, and with schools in other consortium districts. This mutual effort was to achieve maximum improvements in career education in the participating districts through planning, implementation, evaluation and revision.

Before, or at, the start of the 1975-76 school year, the 23 consortium schools assessed their career education programs using the existing Oregon State Department of Education Career Education Assessment Guide. This guide contained four major sections: Administration, Personnel (staff), Schools and Community Relations, and Curriculum. These were further divided into 14 categories (See Appendix A).

Consortium schools were to raise their levels of competency in the 14 categories of career education delineated in the guide, by a total of 75 increments (for all schools) based on .6 point per increment. All of the schools assessed their career education programs at the end of the 1975-76 school year. These assessments were made in the same way as the original assessments at the year's start in order to measure improvements in their career education programs (See Appendix F).

Growth in career education programs during the year was much greater than had been anticipated. The districts had been asked to increase a total of 75 increments for the entire consortium. When finally tabulated, the increase was 125.3 increments.

Individual school growth varied throughout the consortium. Individual schools in one district showed marked increases, while others were relatively modest. Appendix F

charts the measured growth of all participating schools, and also documents the intra-district comparisons.

There was an interesting manifestation in the final program assessments. Final levels were in some cases lower than initial assessment levels made at the start of the year.

The project director interprets this as indicating some of the original criteria were somewhat ambiguous. Moreover, he feels that those involved in the project became more perceptive during the year; as their knowledge of career education increased, their personal standards of career assessment rose.

Personnel changes during the term of the project may also have affected assessment. For example, in one case, Hopewell Elementary in the Amity district (a three-teacher school), two of the original teachers making the original assessments were replaced and the third became a head teacher.

Models:

End goal was to disseminate results of the Oregon Consortium districts' efforts and findings to schools throughout the United States in the form of five tentative transportable "how to do it" models representing five categories of career education.

Each district was to present a plan of operation, a statement of what the district intended to do to improve its career education programs, including time lines and strategies.

As the year-long project progressed, participating districts were to document effected changes and improvements with monthly reports to the project director and to an external evaluator.

Midpoint in the year, the districts were to choose one component of career education and commence preparation of a tentative transportable model of processes used in improvement. The districts chose as follows: Portland - Communications; David Douglas - Career Guidance; Beaverton - Staff Development; Amity - Curriculum Processes; Clatsop IED - Student Participation.

While the word model conjures up an impression of a complicated structure, the five models prepared by the Oregon Consortium are comprehensive but not complex. They are in written format, convenient 8½ x 11 books, and include:

-A complete description of the model, what its objectives were at the outset.

-A description of the model's status at its beginnings. That is, how much work needed to be accomplished in the various aspects of the model in order to achieve its objectives.

-A description, or definition of how far the model intends to proceed in each of its aspects.

-An outline of the plan of action to achieve the objectives and the reason why this plan was selected.

-The activities and sequence in which they were undertaken are described.

-Results are detailed on each activity.

-Discrepancies between performance desired and performance obtained are identified and discussed.

-A complete evaluation and assessment is presented showing the method by which progress was measured so as to specifically identify that progress.

-Do's and don'ts recommendations are included.

They are called "tentative transportable models." "Tentative" because they will become final after being tested in other sites; "transportable" because they transport the year-long career education efforts of five Oregon school districts, the complete what, why and how of what was done by these five Oregon school districts.

Mini-conferences: During the 1975-76 school year, the consortium scheduled two mini-conferences in Portland (one February 25-27, the other May 6-7) to bring together representatives of the five districts, and other school districts throughout Oregon, with education experts, for exchange of information, evaluation, problem-solving and stimulation.

Revision of Career Education Assessment Criteria: Along with program expansion, interchange of information, and construction of transportable models, all five consortium districts were to evaluate the assessment criteria for the 14 basic categories of the Oregon State Department of Education Career Education Assessment Guide.

In summation: Main goals of the Oregon Consortium were:

1. To support participating districts in expanding and improving their career education programs.
2. To conduct two-way, on-going flow of information.
3. To provide opportunities for students to acquire improved career competencies.
4. To improve the assessment of career education by examining, using, testing and revising Oregon's current career education assessment guide.
5. To provide means for other schools and school districts throughout the country to utilize and benefit from the Oregon Consortium project by preparing five tentative transportable models on career education for nationwide distribution: communication, career guidance, staff development, curriculum processes, and student participation.

PARTICIPATING DISTRICTS

A synopsis of the five participating districts follows:

Portland School District - a metropolitan district of 66,000 students.

The Portland School District, Multnomah County, Oregon, is located in the state's largest city. Portland has an immediate trading area of approximately 1,000,000 persons. The district is composed of 100 elementary schools, two middle schools (a recently-applied concept in Portland), and 14 high schools.

The economy is diversified and includes a variety of manufacturing, distributing and service operations. It is substantially middle-income, although 15% of the city's families are below poverty level. Minorities represent 10% of the population.

The geographic area involved in the consortium project shows a population of 17,000, with 25% low-income and 15% minority. Some students are bussed.

Two elementary schools, a middle school, and one high school (representing 3067 students) participated in the consortium. Their model on communications involved communicating with people directly served by the school district, particularly parents, on what career education is, what it does, how it works, and what it means to the students.

Prior education programs in the Portland district have reached out to the economically disadvantaged, have interrelated music and career education, have sought guidance from advisory groups on infusing career education into curriculums, and have provided guidance and counseling to upper grade students making career decisions.

David Douglas School District - a suburban school district of 8,536 students.

The David Douglas School District, Multnomah County, Oregon, is located just east of Portland, yet well within the trading area of the city. It is primarily a residential area, with virtually no industry.

The population is mostly middle-income Caucasian, and minority races are few.

The district has 10 elementary schools, two middle schools, and one high school divided into two buildings, 9-10 and 11-12. Both high school buildings, one junior high, and two elementary schools participated in the consortium project (with a third elementary school included in internal evaluations). Their model on career guidance developed a detailed plan for the entire district to help students learn to plan, to make decisions, and to direct themselves to careers relative to their interests and abilities.

In developing its model on career guidance, David Douglas emphasized: creation and coordination of programs involving students in making career choices; assistance to students in understanding themselves; helping students complete career developmental tasks as they gained in maturity.

The model shows how the district created an overall district career guidance plan, and individual school guidance plans, through cooperation of students, staff, parents, and administration.

David Douglas' prior career education activities have dealt with area-wide implementation of career orientation, guidance, work experience, and placement, incrementally through grades 1-12. To successfully accomplish this, teachers have maintained direct contact with representatives of business, industry, government and civic organizations.

Beaverton School District - suburban district of 20,197 students.

The Beaverton School District is located in Washington County, Oregon, abutting Portland's western city limits. Major employers are in manufacturing and wholesale and retail trade. Employment in the area is dominated by electronic and electronic-related firms with international activities. Three and one-half (3½) percent of all families have incomes less than poverty level, and 5.3% less than 125% of poverty level, indicating a relative affluence.

Beaverton has been the fastest-growing area in Oregon, with a population increase of 213% from 1960 to 1970, and continuing growth since.

The Beaverton school district includes four high schools, five junior high schools and 29 elementary schools. One high, 1 junior high and three elementary schools (representing 3631 students) participated in the consortium project. Their model in staff development provided means for teachers and other staff to maintain pace with changes in society and to assume the responsibility for professional growth.

Historically, the Beaverton School District has allowed district personnel to maintain pace with changes in society and assume individual responsibility for growth.

In 1971, the district began to develop a system approach to upgrading career guidance programs.

In 1974, the district established a Career Awareness Resource Center.

In 1974-75, the district participated in a developmental project providing increased awareness and recognition of environmental careers.

All of these activities, forerunners of the model chosen by Beaverton as its consortium project, were concerned with changes in society, which in turn dictate changes in careers and career preparation.

Amity School District - a rural district of 653 students.

Smallest of the districts participating in the Oregon Consortium, Amity School District is located in Yamhill County and includes only four schools, one high school and three elementary schools.

The district's economy is mostly farming, although some residents work in a mobile home manufacturing plant and a small steel rolling mill in an adjacent area. The poverty income population of the schools is high, 35%.

Amity's model on instructional processes in school curriculums shows how to infuse meaningful career education materials into various aspects of curriculum, particularly mathematics and English, in order to meet the needs of students and the community.

Amity's study of how to best infuse career education materials into curriculums has been three-pronged: (1) an awareness approach in the lower grades; (2) an exploration approach in the middle (junior high) level; and (3) the preparation for careers in grades 11-12.

Though one of Oregon's smaller, rural school districts, Amity has been active in career education development.

Since the fall of 1974, a small school career cluster development program has been functioning in Amity High School. The district has a developmental assistance team for career education in small schools. The district is designated a small school visitation site for development of occupational versatility.

There is a working career guidance project which includes a highly-active advisor-advisee program. Career-trained guidance specialists are active in the district.

Clatsop County Intermediate Education District - an administrative district serving five school districts within two counties.

Clatsop County IED is located in Clatsop County, Oregon, a coastal county of streams, farmlands and timber between the Pacific Ocean and Coast Range in Oregon's far northwestern tip.

Career opportunities are limited in the immediate area. Economy for its 28,000 population is based primarily on fishing, lumbering, agriculture (dairying) and resort and recreation...all limited by seasonal restrictions.

One high school, one junior high, and four elementary schools (representing 2770 students) participated in the consortium (with four additional elementary schools included in internal evaluations). Their model on student participation is directly related to educational and vocational choices relating to the environment of the surrounding area.

Prior career education emphasis in Clatsop IED has been largely in career awareness and training consistent with the needs as well as the environment of the districts which it serves.

The model dovetails into Clatsop's prior work by assisting schools to provide career exploration and preparation among students at progressive levels. Upon completion of high school, students should be well aware of career opportunities both locally and elsewhere.

CONSORTIUM OBJECTIVES

Project activities of the five participating school districts were designed to raise levels of career education in 14 categories specified in the State Department of Education Career Education Assessment Guide, as listed below:

Administration: Structure and Process, Planning, Financing, Facilities and Equipment, and Evaluation.

Personnel: Qualifications, Development.

Schools and Community Relations: Advisory Committees, Resources, and Communications.

Curriculum: Career Guidance, Design, Process, and Student Participation.

The five districts elected to concentrate on, prepare models for, and raise competency (assessment guide levels) variously in these 14 categories as follows:*

Portland: Facilities and Equipment, Evaluation, Communications (model), Career Guidance, Curriculum Design, Curriculum Process.

David Douglas: Evaluation, Personnel Development, and Career Guidance (model).

Beaverton: Structure and Process, Planning, Facilities and Equipment, Evaluation, Personnel Development (model), Advisory Committees, Resources, and Curriculum Process.

Amity: Career guidance, Curriculum Design, and Curriculum Process (model).

Clatsop IED: Planning, Personnel Development, Curriculum Design, Curriculum Process, and Student Participation (model).

Districts assessed initial levels of career education program competency, ranging from 0 to 3. These were indicated on graphs.

*(See Appendix A)

At the conclusion of Phase I, schools were to internally assess their programs, indicating progress by the same gradients on similar graphs, correlated into composite graphs. An increment of growth was considered to be .6. (See Appendix F)

Note: In some cases final internal assessment showed little, no, or minus progress in a category, a phenomenon explained previously in this report.

Concurrent with the year's activities, an external evaluator made monthly evaluations and a final evaluation.

Consortium plan:

To achieve its four basic goals, i.e. provide a two-way flow of information in the consortium, increase career education competencies of participating schools by measurable levels, revise the OSDE Career Education Assessment Guide, and construct and distribute five models, the Oregon Consortium set up a basic plan of operations with 14 objectives, as follows:

Objective 1. - By the end of Phase I of the Oregon Consortium Project:

a. The 23 participating schools will in total have advanced their career education programs a minimum of 75 category levels (based on the Oregon State Department of Education Career Education Assessment Guide).

b. Each participating school district will develop and submit to the project director a detailed plan of operation for conducting and for assessing the effectiveness of its developmental effort.

c. A system will be developed and implemented to facilitate the gathering and distribution of materials and resources pertinent to the participating districts' developmental efforts.

d. The project will sponsor a minimum of two mini-conferences for Consortium project personnel, and persons from other districts in the state which have exemplary career education program components, to exchange information relative to program development.

Objective 2: By the end of Phase I, each participating district will:

a. Develop format and guidelines for a tentative transportable model of one of the 14 categories in the OSDE Career Education Assessment Guide, for the use by the participants (See Appendix C).

b. Develop a tentative transportable model for a one-level incremental increase in one category.

c. Develop uniform procedures for testing the transportability of the model (See Appendix D).

d. Document the processes and procedures used in each of its category levels of development.

Objective 3: By the end of Phase I, each participating district will:

a. Devise revised sets of criteria for assessing the status of program development in each of the 14 categories, and pilot-test these in at least one participating school. (Note: pressures of time prevented this testing prior to completion of the school year.)

b. Prepare a plan for field testing and using the revised criteria in participating schools and other schools in the participating districts.

Objective 4: By the end of Phase I, each participating district will:

a. Conduct an ongoing exchange of products (results for its programs) within the Consortium.

b. Periodically distribute selected products in draft form to all districts in the state.

c. Distribute tentative models of processes and procedures for incremental program development and revised program assessment criteria to state directors of education and the U. S. Office of Education.

d. Establish a procedure for assessing the effectiveness of the dissemination system.

District Plans of Operation: The five participating districts developed individual plans based on the 14 Consortium Objectives, with varying emphasis on various categories. In setting their objectives, districts also set goals for level increases in various of the 14 Categories in the CSDE Career Education Assessment Guides. (See Appendix H for summaries of the district plans of operations and assessment goals.)

MAJOR CONSORTIUM ACTIVITIES

Models:

Most visible products of Phase I of the Oregon Consortium are the five tentative transportable models: Communications by the Portland School District; Career Guidance by David Douglas School District; Personnel Development by the Beaverton School District; Curriculum Process by the Amity School District; and Student Participation by the Clatsop Intermediate Education District.

These models now are available to schools and school districts throughout the 50 states, and may be ordered by writing: Oregon Consortium for Career Education, Portland School District No. 1, 631 N. E. Clackamas, Portland, Oregon 97212.

Interested districts may request any of the five which appears to relate to themselves in district size, background, and need.

In addition, districts receiving models are invited to correspond with the Oregon Consortium participants to obtain additional information supplementing that provided in the models.

Revision of Career Education Assessment Guide Criteria: By using and testing the existing 14 criteria in participating schools, the Consortium was able to suggest revisions (See Appendix E attached). On-going two-way communication between consortium schools and task forces, augmented by the two statewide mini-conferences, facilitated these revisions.

Dissemination: One of the very successful activities of the Oregon Consortium was the on-going internal flow of communication between the five participating districts, through inter-district visitations, tours, presentations. All of these activities were brought into perspective at two mini-conferences held in Portland (February 25-27 and May 6-7) for all Consortium districts, other districts throughout the state, and representatives of the Oregon State Department of Education.

Major mailings were made in the Fall and again in the Spring. The October mailing, a project profile and brochure, went to all chief state school officers, directors of career education, and USOE project directors. In May, a nationwide mailing was made of a booklet on how career education works in the Oregon Consortium, containing capsuled descriptions of the five tentative transportable models on career education offered without charge to any interested school or school district, or other education unit, in the United States.

These models were to aid other schools in implementing a one-level proficiency increase in five different areas of career education as described elsewhere in this report: communications, career guidance, staff development, curriculum processes, and student participation.

The May mailing of 800 booklets went to: all chief school officers of all Oregon school districts, the directors of career education in all 50 states, chief school officers in all states, and all U. S. Office of Education project directors. They also were distributed to numerous schools within all five of the Oregon Consortium Districts.

By June 30, end of the year-long project, 150 requests for models had been received in the Consortium Office, ranging from the State of Vermont Department of Education, to the Pickens County School System of Carrollton, Alabama, to the Oshkosh, Wisconsin schools.

In addition, the math unit prepared by Kathy Taylor of Beaverton, a report on the Career Open House at Amity, and a booklet and report on establishing school-community relations at Sellwood Middle School were submitted to the Dissemination Review Panel of the U. S. Office of Education.

Mini-conferences: Two were held in Portland, one in February and one in May.

The February conference, co-chaired by Joan Siebert, Portland district co-ordinator, and Dave Lewis, Beaverton district coordinator, aimed at helping the five consortium districts grow in career education while preparing their individual

transportable models. In a broader sense, it focused on career education development throughout Oregon.

The make-up of invitees gives an indication of these conference targets: 18 participants from each of the five Consortium districts; 15 participants from throughout the state selected for their outstanding contributions to career education; and 33 educators selected for their interest in and commitment to career education. Conference attendance totaled 33, plus 8 staff members.

Participants were selected to represent grades K through 12, with guidance and counseling included. Problem solving through brainstorming was emphasized in order to: acquaint participants with existing career education assessment instruments, to revise them, to disseminate these suggested revisions to districts throughout the state, and to obtain return input from these districts for improving assessment criteria.

Strategies were explored for measuring student achievement resulting from career education.

February mini-conference results indicated a teacher need for greater skills in measuring student outcomes. Participants committed themselves to pilot one or more assessment strategies. It was indicated that another conference was needed to further specific career education teaching objectives, and then to develop tools to measure student growth.

The May mini-conference also was designed to exchange information on efforts to expand career education programs in the categories for which models were being prepared, but focused on improving the career education assessment guide by getting at the criteria. Timing now was crucial, since the year was drawing to a close, and the Consortium must suggest revisions.

An EPDA Extern from Oregon State University, Ginger Arnold, chaired the May mini-conference. The five district coordinators conducted five simultaneous mini-

conferences on the five model categories: communications, career guidance, curriculum process, staff development, and student participation.

Thirty-seven educators were invited to participate, because of their expertise in the five categories being modeled and their career commitment to education. They included multi-district, K-12 representation. Final attendance was forty-two, plus four staff.

Participants shared strategies that had been implemented within their schools to improve career education programs in the five model categories. Participants from non-consortium schools shared their strategies for expanding career education in the five categories. Slides, transparencies and informational handouts were utilized.

The OSDE Career Education Assessment Guide had been used in a number of schools, and further refinement and supplementing of existing criteria were indicated, the goal being to evolve suggestions for more definite criteria aimed toward reaching Levels 5 in the assessment instrument.

After completing consentient recommendations for the five model categories, the five groups then considered the nine other assessment criteria.

The May conference was successful in not only suggesting criteria revisions, but in using the evaluation tool to identify both strengths and weaknesses in existing career education programs in the consortium schools, and throughout the state.

In the view of the consortium project director, the sharing of information at the two mini-conferences between districts throughout Oregon was a "total effort" and "one of the finest efforts" of the consortium. It epitomized the year-long cooperation among consortium participants.

Evaluation: The communication and evaluation functions of the project were integrated throughout the year. Both internal and external evaluations were done on a monthly basis. The basic evaluation plan followed a seven-step evaluation

prccedure.* This evaluation plan was updated and combined with the communication plan of the project. It was simple in approach, eliciting monthly reports from the district coordinators documenting what was done, why it was done, and what were the results.

The data from the monthly reports were used as the basis for model construction and for internal and external evaluation.

The external evaluator, Dr. Fred DeBruler, evaluation specialist for the Salem (Oregon) school district, concludes:

"The plan worked well, especially in the sense that project members were kept on track by the comments and suggestions of the outside evaluator. Said comments or suggestions were not accepted without question and/or clarification, but through the described process did contribute to the success of the project. That the project was successful, is attested by the fact that every Phase 1 goal was met except that of pilot testing the revised assessment guide.

"The evaluation plan, once evolved to include the above conditions, was not changed, nor were any changes anticipated. The only hindrances to the success of the total evaluation plan were those of lack of understanding of the hard necessity for evaluation by some, and the recalcitrant behavior of some members who reneged on their responsibility of producing the requested data. Those two problems were solved in April, however, and would not have been a factor in Phase 11."

*(See Appendix G)

MAJOR DISTRICT ACTIVITIES

Portland: Major thrust of the Portland School District was to plan and develop a K-12 awareness outline to meet the interdisciplinary instructional program needs, resulting in a tentative transportable model in communications. A task force was formed combining three goals: a program to design a K-12 interdisciplinary awareness in-service program to meet instructional program goals in consortium schools; to provide students with opportunities in Grades 1-10 to discover personal potentialities; and to assist students with educational and career guidance.

Portland combined its task force to do all three because the coordinator felt consortium schools in Portland needed to work together, rather than separately, in developing an interdisciplinary career education program.

The task force did move more slowly because of this, but the coordinator "would still do it the same way because I believe the group needed to work as a unit."

An in-service program was designed with syllabus, and submitted to the Portland School District for approval. This in-service program will commence in the Fall of 1976.

In doing the above, the task force identified and developed classroom awareness activities, disemminated teacher-tested techniques and strategies (moves to facilitate and motivate specific plans), and promoted a commitment toward further expansion of career awareness.

A seminar to disseminate to teachers materials for helping students grades K-10 discover their personal potentials will be held September, 1976.

A workshop to provide career guidance techniques and strategies in classroom instruction has been planned, and will be presented to individual Consortium schools during 1976-77 school year.

A chart is ready for printing, to be placed in every Kindergarten student's Career Folder, coordinating career information resources: Career Information System, GATB (General Aptitude Test Battery), Interest Checklist, Apprentice Information Centers, Post-High School Plan and Job-O. This document will follow the student through his K-12 school career, with teachers checking activities the student has experienced.

The Portland District's objective of improving and expanding the Marketing Cluster program - Metals, Electronics and Office Occupations - at Cleveland High School entailed expansion of the Marketing Cluster, remodeling of the Cleveland facility, and implementing interdisciplinary and work experience components of each cluster.

A plan was completed and submitted to the Portland Public Schools administration to expand work experience education exploration programs for grades 7-10. At present, students (being minors) are not allowed to go on school-sponsored exploratory career experiences without a certified teacher.

A Pre-Post Test has been developed to identify student achievements resulting from career education instructional programs.

Two activities in the Portland District deserve mention: the SAFE (Self Awareness Freshman Education) program at Cleveland High School, and the Occupational Versatility Program at Sellwood Middle School. Time problems prevented testing all Freshman boys and girls at Cleveland, but 30 students in the vocational clusters (Metals, Electronics and Office Services) at Cleveland were given the Houghton-Mifflin test for assessment of career development.

A before/after slide presentation has been prepared on the expansion and remodeling of occupational versatility facilities at Sellwood, and is ready for dissemination as a guide for other schools.

David Douglas: Major thrust of the David Douglas district was to develop a career guidance plan for the entire district, resulting in a tentative transportable model on how to develop such a career guidance plan. This involved input from students, teachers, administrators, and guidance personnel. By involving teachers, progress was made in another important category, staff development, and as the year progressed David Douglas emphasized evaluation in order to see what it was accomplishing.

A major objective was to write an overall district career guidance plan, not only for the 14 schools in the David Douglas School District, but for use in any Oregon School District. This plan was to be consistent with district and State requirements, and involve the counseling staff in a major way.

By March, it was apparent that the emphasis on counselor involvement and continuing evaluation was paying off. An internal evaluation in that month showed that counselor strategies (to involve students in career education programs) were definitely being tied to student behavioral objectives.

Examples of comments from counselors: "The counseling program will provide opportunities for students to learn how to listen to others and to express (their) own needs clearly"....."The counseling program will include course selection procedures and activities that will assist students to enroll in courses that reflect their education and career goals."

It became apparent that the Career Needs surveys should have been run by students,rather than exclusively by teachers and counselors. Students will be involved next fall in revising this Needs Survey by using a student consultant group.

A survey was made of three groups of graduating seniors at David Douglas to measure efficacy of career education programs: (1) a control group, 30 students who moved to David Douglas their sophomore year; (2) students who participated in CRUISE, a ninth grade career exploration project; and (3) students who participated

in CRUISE and GOAL, a ninth-grade summer career exploration project.

Results from these questionnaires will be compared with differences in students enrolling in Career cluster programs, and the percentage of students with plans for after-school preparation. A records search will be conducted for differences in class standings, behavior referrals, and grades in career-related courses.

During the year, the David Douglas coordinator maintained close communication with other consortium district schools, through individual conferences and a major role in the mini-conferences. It became apparent that the David Douglas format and individual building plans would adapt to needs and programs of "districts quite different from ours."

All buildings, except one, found the preparation of individual building plans useful in examining their existing career education programs. Workable building plans for all schools in the David Douglas school district are ready for the 1976-77 school year. The new Career Guidance plan has been submitted to the David Douglas board for approval, and offered to the Oregon State Department of Education to share with other districts.

David Douglas assessment scores in Career Guidance are improved, but will be higher once the new guidance policy is effected.

Beaverton: For some years, major growth in the Beaverton district has been in areas of personnel development and advisory committees, with substantial growth also in curriculum design.

Major thrust of the Beaverton district in the Oregon consortium was in staff (personnel) development, resulting in a tentative transportable model in staff development. The district was convinced that teachers must have means at their disposal to gain necessary expertise in career education.

During the 1975-76 school year, major gains were shown in staff development.

Ninety percent(90%) of the regular classroom teachers in the five project schools received a minimum of four hours of in-service activities in career education... 165 teachers out of 184. "Good career education teachers have become excellent, and others have been made good," observes the district coordinator.

In this in-service training, Beaverton utilized resources of the State Department of Education, special consultants, expert teachers, and other school districts, to provide experiences and training.

Advisory committees were organized for the awareness and exploration levels of career education. As a result of its year-long activities, the awareness committee has made the following recommendations:

1. Complete an inventory of parent resources, up-dated and computerized for use of all career awareness teachers.
2. Establish contacts with merchat associations in six major local shopping centers to facilitate improved resource availability and use.
3. Contact General Telephone (which serves the district area) to establish and maintain a cooperative resource person, and provide field trips and work experience programs. (Note: The Beaverton school district is the center of major electronics industry.)
4. Compile a list of senior citizen resources available in the community to serve the schools, and establish better communication and cooperation with this valuable community resource group.

During the 1975-76 year, Beaverton showed a substantial increase in use of community resources. A full-time resource coordinator at the secondary level located community resources and coordinated resource usage. The Career Weeks presentation in Whitford Junior High School provided 33 speakers from the community, in addition to those used during the year by individual classroom teachers.

The exploration advisory committee's deliberations resulted in two major recommendations:

1. Responsible persons be designated in each of the six district junior high schools to coordinate articulation efforts and programs, that is relating programs at all levels to individual needs of students and providing a logical sequence, with each level serving as a foundation for the next.
2. A specific person at each school be responsible for evaluating the students' progress in career education, by documenting their specific career education accomplishments.

To coordinate career program development in the awareness, exploration and preparation levels, inter-level visitations by Beaverton district teachers was encouraged and conducted, creating an attitude of cooperation. Grade level meetings between schools, and between sixth and seventh grade teachers, established the need for cooperation for the mutual benefit of teachers and students. An inter-school questionnaire on subjects, skills, and concepts was used.

Regular meetings were held between building and district level administrations to assess progress in career education programs.

A Washington County Intermediate Education District career education film catalog was prepared, as was a catalog of school district career education curriculum materials and a list of parent resources for career education.

The awareness activities file box was up-dated, and reintroduced to teachers. Increased usage was indicated by a review of records of the Curriculum Materials Center.

The district's minority relations specialist conducted a one-day workshop on problems of sex stereotyping for 29 project teachers.

Beaverton sought to measure student development in basic subject areas, such as math, as a result of inter-relating them with career education...to ask the question "how do we know student academic achievement is better as a result of the career education program?"

One outstanding example of a math unit, teaching use of percentages through career education strategies, has been submitted to the U. S. Office of Education Dissemination Panel.

Amity: The major thrust of Amity School District was in the instructional processes and infusing career education into the school curriculum, resulting in a tentative transportable model in curriculum process.

Amity, the smallest of the Consortium districts (only 4 schools), concerned itself with:

(1) Its own personal growth in career education to achieve major expansion in career guidance for small schools.

(2) Career curriculum innovations and improvements to include:

(a) Developing a Downtown Math and Language program for grades 1-6.

(b) Developing a career exploration math program.

(c) Revising a career exploration English program.

(d) Incoporating elements of the Amity High School building construction project into all high school curriculum disciplines.

(3) Updating the existing curriculum guide to identify career education concepts.

(4) Collaborating with other districts in freely sharing what Amity was successfully doing in career education development.

Amity's tentative transportable model in curriculum processes, designed to meet its student needs, was to be applicable to other small districts in primarily rural areas, with heavy poverty populations. However, the curriculum infusion experiences can be shared by a broad spectrum of districts.

During the Consortium year, Amity teachers conducted in-service training sessions in Portland; Educators from Clatsop IED District and the Beaverton School District visited Amity for presentations by Amity personnel; Beaverton took back ideas

to incorporate in its curriculum.

Amity provided personnel to participate and lead the statewide mini-conferences in revising Career Education Assessment Criteria.

Amity did significant work in infusing career education into its curriculum. It held a Career Education Open House for schools and the community. Its Open House plan, describing involvement of the community and what occurred, was submitted by the Consortium director to the U. S. Office of Education and brought a complimentary letter from USOE to the Amity dsitrict.

Clatsop: Major thrust of the Clatsop County IED was in student participation, resulting in a transportable model incorporating substantial information on this area of career education. Vocational and/or educational choices were related to post-high school occupations relative to the district's environment. Students played a major role in preparing the model.

To achieve maximum student participation, the Clatsop district first had to create changes in, and positive reinforcement for, attitudes of teachers and administrators in participating schools. Before students could be involved, teachers and administration had to be involved. Staff had to understand career education, and how to infuse it into the class room, e.g. career education into history. Staff had to know how to create career awareness in elementary school students.

The model was designed to make school curriculums more appropriate to students, and to articulate the curriculum to make each level more appropriate to individual student's needs and each level a foundation for the next level (awareness to exploration to career preparation).

In infusing career education into all areas of the school curriculum, Clatsop achieved significant results in some areas; did not measure well in some. Internal evaluation results indicate this mixed outcome, but it is felt that some of the original criteria assessments were not realistic or were set too high.

As the year progressed, teachers in the Clatsop district, as in the other consortium districts, gained new concepts of assessment and evaluation, becoming more perceptive and discriminatory. As a result, the final assessment levels were arrived at through new and tougher standards, and reflected (as in other districts) smaller gains than the district would have anticipated.

In working toward its objectives, the Clatsop IED involved more schools than just the Consortium group, and engaged the Clatsop Community College in its efforts.

In assessing its career education programs and planning for improvement, the Clatsop district concentrated on articulation of high school curriculums. Articulation Project materials were collected and collated, printed and delivered for use and updating to 10 high schools in Clatsop and Tillamook Counties.

After consideration and approval by the Clatsop-Tillamook Business Education Articulation Committee, the Student Articulation Secondary and Post-Secondary Guide will be published in the fall of 1976.

The Committee also completed assessment of the Local Articulation Effort Plan published by the Career Education Personnel Development Center in Portland.

A major target area was Prescribed Individualized Vocational Programs for Disadvantaged/Handicapped Students. A vocational-certified teacher and educational specialist conducted in-service sessions with other vocational program staff in the Clatsop vocational center. Twelve students were individually screened, and initial prescriptions prepared. After staff consideration, revised prescriptions were implemented.

Continuing efforts, meetings and discussions focused on an Individualized Assessment Plan (Astoria), and results were tabulated and plotted.

Teacher classes in career awareness K-6, and career exploration grades 7-10, were completed in 30 hours class time. The career awareness workshop involved 13 elementary teachers. A career exploration workshop involved 8 teachers.

Follow-up questionnaires were completed by workshop participants.

Three teachers from consortium schools of the IED visited consortium schools in Beaverton, touring classes where career awareness activities were taking place. Observations were shared on their return with other Clatsop district teachers.

The Seaside elementary schools in Clatsop IED made jewelry of student design for sale, using an assembly line. Farms were made in shadow boxes, and a dairy farm visited. Math awareness skills were related to applying for jobs. Pupils became more aware of tools used in various jobs through a drawing word relay.

In-service sessions further familiarized teachers with the General Aptitude Testing Battery (GATB), as well as the Ohio Vocational Interest Survey used to familiarize students with job titles they qualify for.

A new Internal Evaluation Plan was written.

The career awareness and exploration activities of the Clatsop schools, particularly Seaside are in tune with SUTOE, an established program for Self Understanding Through Occupational Exploration.

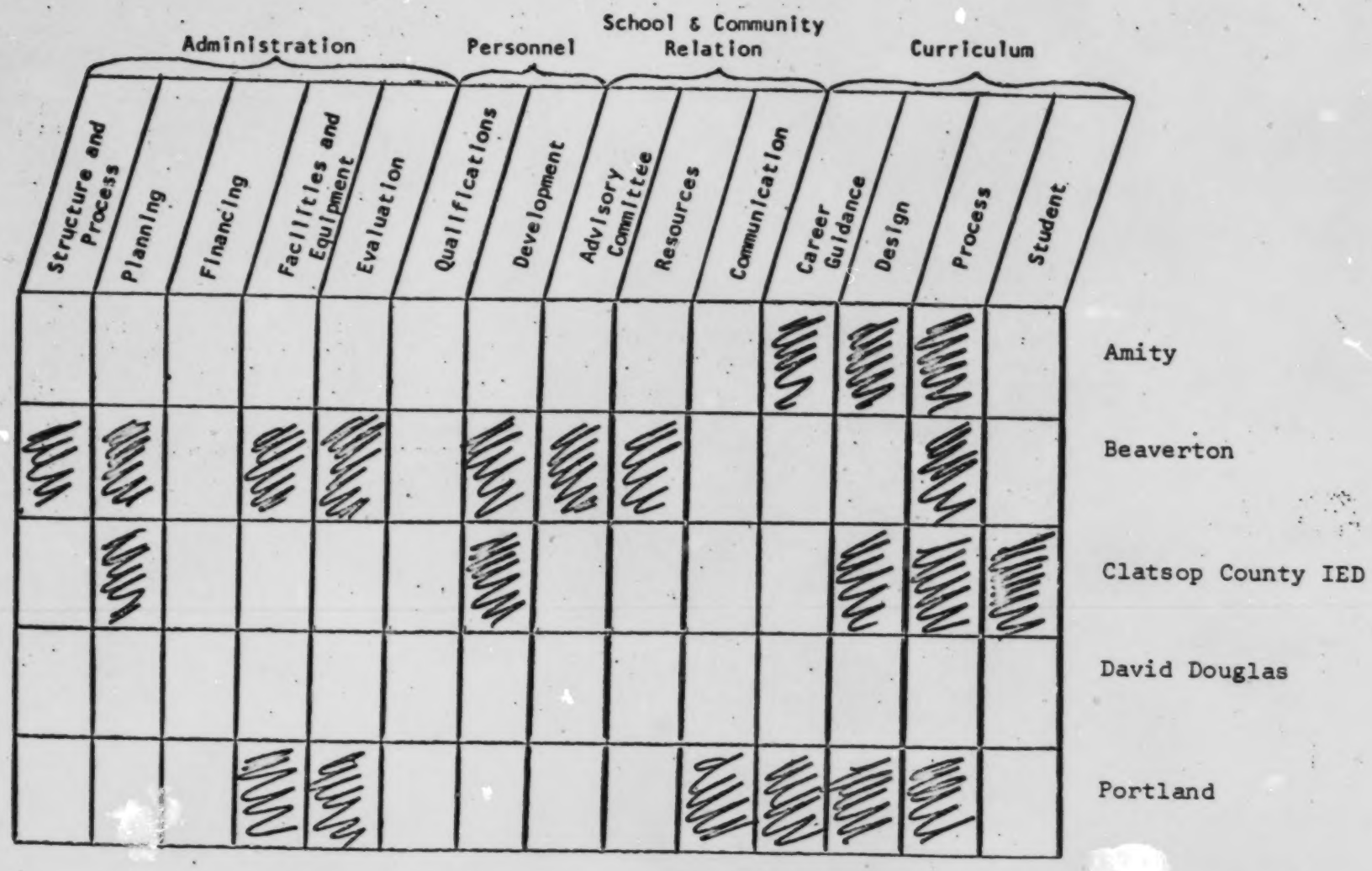
CONCLUSIONS

Many of the results of this project elude measurement. Yet, in the judgment of participants, new momentum for career education has been generated.

Some indicators are:

1. Curriculum has been, and is being, rewritten to make it relevant to students' career needs.
2. Students seem more interested in learning basic skills when they experience relevance of these skills to specific jobs in which they are interested.
3. Students are experiencing more meaningful relations between school and everyday life.
4. Community involvement in career education is increasing.
5. The community, staff and students seem more satisfied with educational offerings, as changes toward career education have taken place.
6. Teachers have a greater personal awareness of what career education is, what it means to students, and how it can best be accomplished.
7. Teaching strategies and techniques are changing in a positive direction.

PHASE ONE CAREER EDUCATION EXPANSION



Appendix A

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	92	159	88	7467	74	7880	283	213	1073	3811	4069
Middle/Jr. High (7-9)	97	48	35	3530	44	3754	324	51	399	1969	1785
Senior High (10-12)	24	83	19	5527	32	5685	74	20	248	2810	2875
2-Year College											
4-Year College											
Adults (non-matriculated)											
Sub-total:	213	290	142	16,524	150	17319	681	284	1720	8590	8729
Educational Personnel:											
Teachers	3	11	4	607	4	629				376	532
Counselors				52		52					
Administrators	1			66		67				28	24
										56	6
Members of the Business/ Labor/Industry Community:		4		190		194					
Parents:	2	12		696	5	715					
Other (specify): (classified)		1		11		12					
Total:	219	318	146	18,153	159	18995					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

Appendix B

FORMAT AND GUIDELINES FOR TRANSPORTABLE MODELS

Oregon Consortium for Career Education
3830 S.E. 14th Avenue
Portland, OR 97202

Appendix C

PREFACE

The Oregon Consortium for Career Education has contracted to become a model of the processes by which career education is improved and expanded within each of the five participating districts. In this way, others may observe and replicate the processes in the hope of achieving similar results.

In reality, the project schools themselves are becoming the change models or process models. However, once the school has changed, it can no longer be held as an example of the change or process. The conditions existing before the change are no longer present and the mechanism of change is no longer evident. The current situation can be assessed, but how the change was accomplished remains hidden unless a means to identify and describe the process is devised.

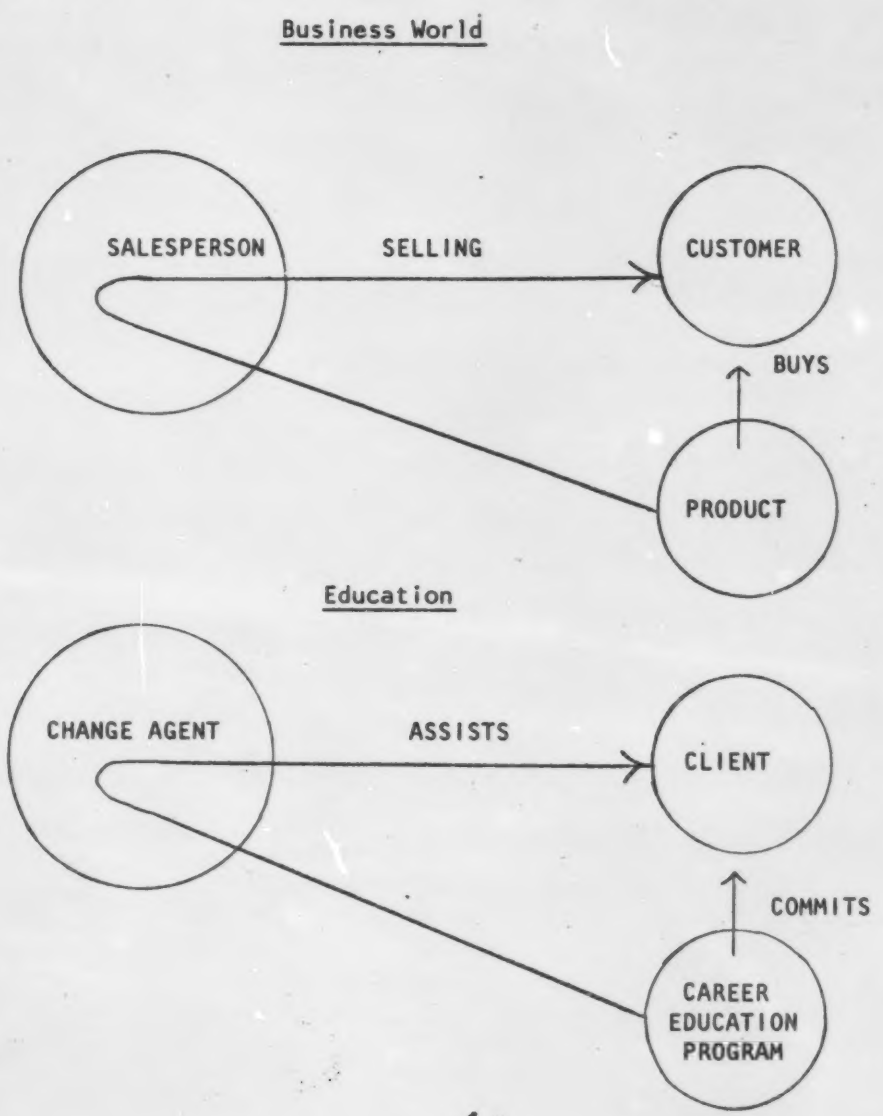
Therefore, a method is needed to communicate to others the answer to the question, "How did you do it?" This method termed the "transportable model" is defined as a guide that identifies and sequences the specific procedures which were used to bring about the desired change. It might also be called an operational manual. Its purpose is to provide sufficient information to help someone else achieve similar results.

THE MODEL

The statement that nothing happens until someone sells something is an axiom throughout the business world. In education a similar casual relationship is evident - program growth occurs where there is leadership. It is possible that it might just happen but the probability is that someone caused the growth to take place.

In the business sale, there are three interacting components: the sales person, the customer, and the product. The sale occurs when the salesperson helps the customer buy the product. In education, the salesperson is a change agent, the customer is the client or user, and the product is the program or change desired. Change in education occurs when the client implements the program. It is the change agent who assists the client in making this commitment.

A drawing of these relationships is shown below:



The relationships of client and change agent just described is fundamental to the change process. The methods, strategies, and processes used to bring about the commitment by the client need to be identified and described. At the same time, those strategies which failed need to be described so that there is adequate information about what didn't work.

In general, the major components of the transportable model can be placed under seven headings. When these are detailed in sequence, they answer the question, "How did you do it?".

1. ESTABLISH OBJECTIVES

   Both short-range and long-range objectives are important. In the project, long-range objectives and some short-range objectives were found in the District Plans of Operation. However, additional detail must be developed because complete adoption of any program occurs in steps. It is important that attainable objectives be defined for each step, since each step is an increment toward the total adoption of the program.

   It is also important that the objectives be consistant with the recommendations related to the most recent district assessment of career education. Some later modification of the long-range objectives may be necessary after progress toward the accomplishment of the short-range objective is determined.

2. DIAGNOSE INFLUENCING COMPONENTS

The change agent must understand the product and the client in order to make diagnosis. The agent needs to have as complete answers as possible to the questions, who, what, why and why not, to determine the existing conditions.

Influencing components to consider also include funding, allocation of resources, sufficient authority to produce results, and availability of key personnel.

3. PRESCRIBE AN APPROPRIATE STRATEGY

The change agent has numerous procedures at his or her disposal. The specific techniques used will depend on the project objectives. The decision about which procedures to use must be made by the change agent since the objective to be achieved, the influences at work, and the effectiveness of the strategy should determine the action to be taken.

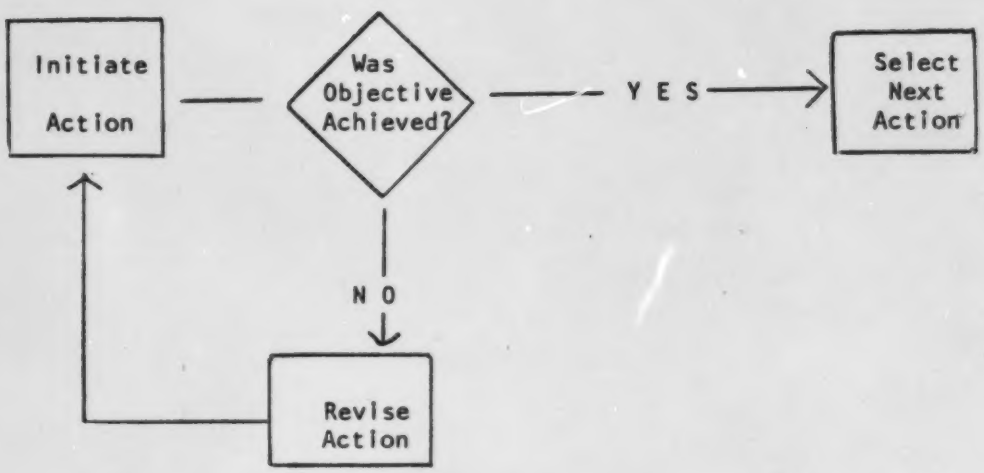
4. PLAN TIMING AND SEQUENCING

Diagnosis and prescription have been completed. Now is the time to determine when action should be started. A sensitivity to the needs of the clients is essential to proper sequencing. This stage should include the development of a timeline for completion of appropriate activities.

The change agent also needs to insure that available facilities and equipment are adequate to carry out the proposed activities.

5. INITIATE ACTION

"Plan the work and work the plan", states an old saying. Therefore, stages one through four are almost completely planning in nature. With the preparation work completed, the cnage agent must now take the necessary action to implement the program. The following incremental development chart illustrates the process to be followed.



6. ASSESS RESULTS OF ACTION

After the appropriate actions have been initiated, in accordance with the plan of operation, each action should be documented to determine the following data:

a. what was done?

b. why was it done?

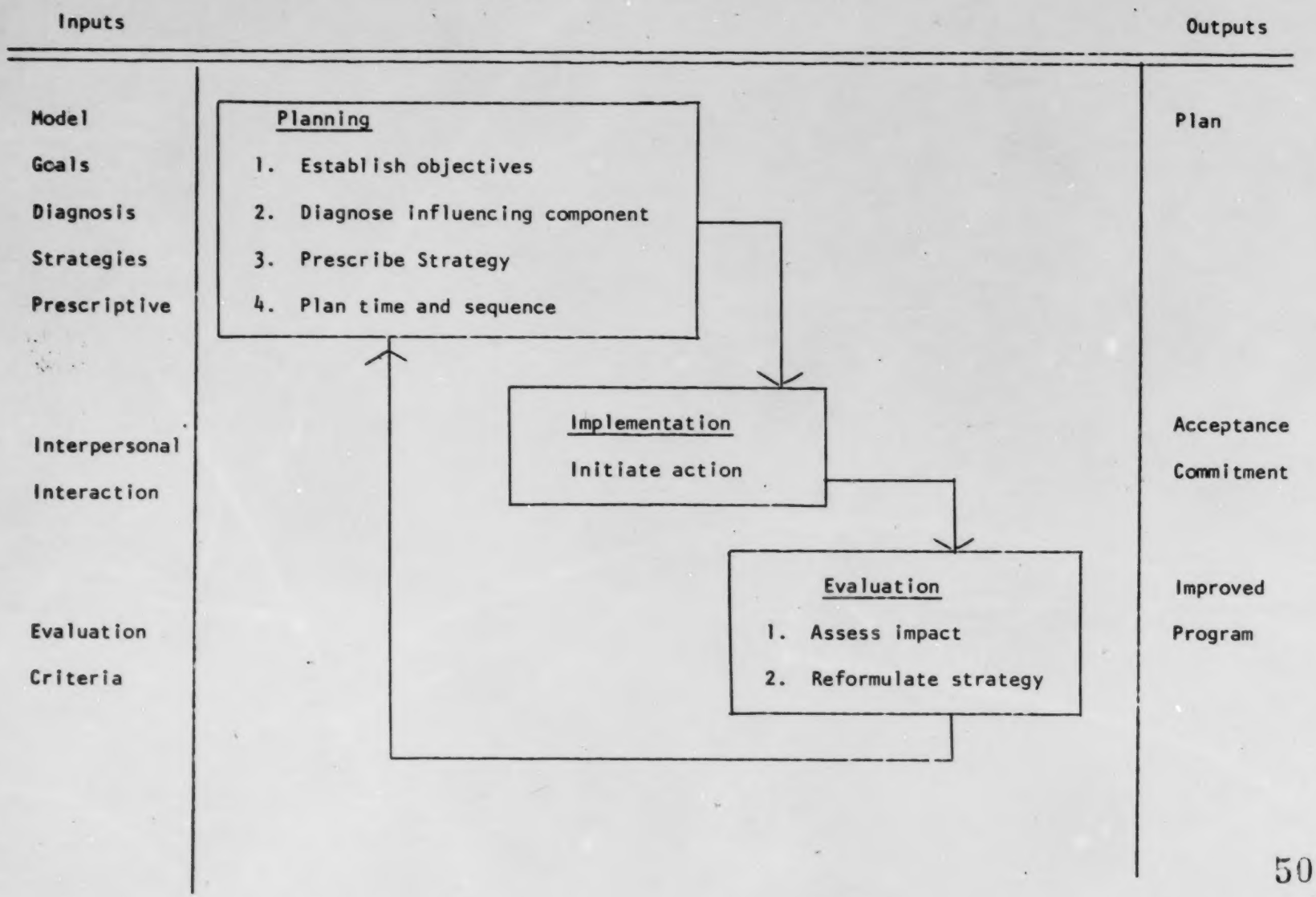
c. what were the results?

Data compiled at each step of implementation is intended to provide an assessment of the impact achieved. Such measurements are needed to determine the incremental gain, to judge the effectiveness of the strategy, and to set a base for the next action.

7. REFORMULATE STRATEGIES

When the results of the actions taken in stage five are known, the change agent is at a decision point. Was the intended impact achieved? If it was obtained, the next incremental objective can be pursued. If the impact was not achieved, the agent must either drop the objective or attempt it again using revised or different strategies. The chart on the following page illustrates the guideline processes to be followed.

GUIDELINE PROCESS



FINAL RECOMMENDATIONS

In using the guidelines contained herein, the change agent should also keep in mind the following recommendations.

1. Use authority wisely.

2. Don't squelch input.

3. Remain flexible.

4. Keep from allowing negative thinking to stop positive action.

5. Delegate tasks - don't try to run the whole show.

6. Recognize the individual talents of your co-workers.

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"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."
(Title IX of the Education Amendments of 1972, Public Law 92-318)

DISCRIMINATION PROHIBITED - Title VI of the Civil Rights Act of 1964 states:

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therefore, Section 406 of the Education Amendment of 1974, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

PLAN FOR TESTING TENTATIVE TRANSPORTABLE MODELS

Oregon Consortium for Career Education
John D. Ries, Project Director
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Portland, OR 97202

Appendix D

ASSUMPTIONS

1. There is a genuine commitment within the schools and community to build and/or expand career education.

2. There is a desire on the part of the test site to improve its program in the specific category of the model.

PURPOSE

The objuctive of this plan is to establish a uniform procedure to test the transportability of the five process models prepared during the 1975-76 school year. This testing of transportability is an attempt to determine whether or not the processes which produced the original program improvement during the 1975-76 school year in one district can produce a similar effect in another setting.

SITE SELECTION

An effort will be made to identify and select for each model two sites wherein transportability can be tested. Of these two sites, one will be located within the participating schools of the Consortium and the other from among the "reciprocating" schools of the state.

Final site approval will be made by the Board of Directors on recommendation of the Project Director. The site recommendations will be developed by the Project Director and the local district that developed the model.

Test site recommendations will be prepared during August and submitted to the Board of Directors at the first meeting in September.

TEST PROCESS

Each test will be conducted in three phases, namely; planning, implemention and evaluation.

Planning:

During the planning period the coordinator and/or appropriate personnel from the model developing district will assist the test site in developing a local plan which will include the following:

1. statement of the overall purpose including goals and objectives
2. allocation of resources
3. identification of key personnel
4. sufficient authority to produce results
5. a timeline for completion of appropriate activities
6. continuous evaluation which will include program category assessment at both the beginning and the end of the testing

Implementation:

All activities initiated in accordance with the plan of operation should be documented to determine:

1. What was done?

2. Why was it done?

3. What were the results?

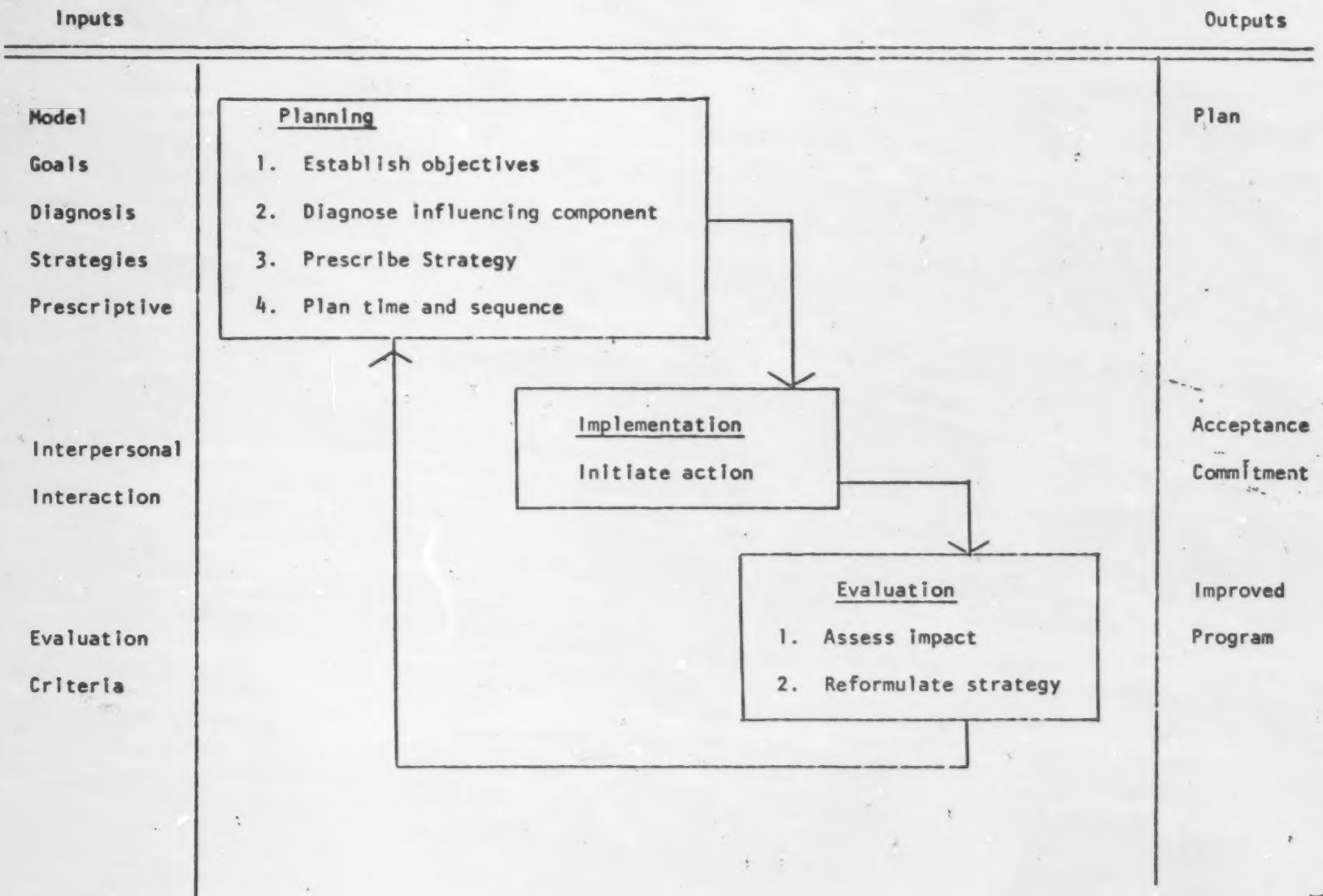
This documentation of the installation strategy will provide the data to test the transportability. As needed, appropriate personnel from the model district will assist the testing district.

Evaluation:

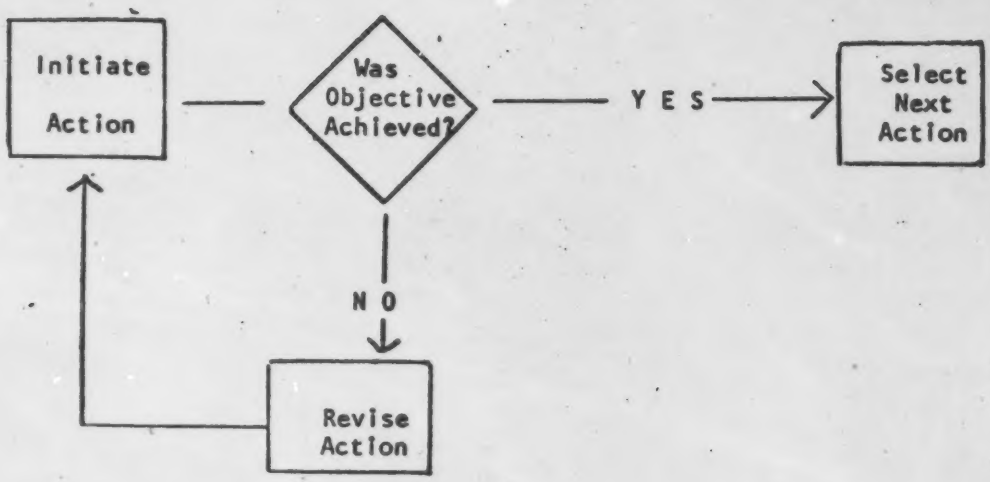
Documentation at each step of implementation is intended to provide an assessment of the impact achieved. Such data is needed to determine the incremental gain, to judge the effectiveness of the strategy, and to set a base for the next action.

The final evaluation will compare the amount of program development gained by the testing district with the amount of program development gained by the developing district during the development year. If the growth is the same or more, it will be assumed the model is transportable.

GUIDELINE PROCESS



INCREMENTAL DEVELOPMENT



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A REVISED
CAREER EDUCATION ASSESSMENT GUIDE

Revision by

Dr. Richard J. Withycombe

June 1976

OREGON CONSORTIUM FOR CAREER EDUCATION
John D. Rios, Project Director
3830 S. E. 14th Avenue
Portland, Oregon 97202

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INTRODUCTION:

This revised assessment guide is a product of the Oregon Consortium for Career Education.

The document is a revision of a work originating from the Oregon State Department of Education. This revised instrument was prepared during the 1975-76 school year and is intended to be tested during 1976-77, throughout the participating schools of the Oregon Consortium. Further refinement is planned, following that testing phase.

This work is being given limited distribution. Your comments and suggestions are invited.

ACKNOWLEDGEMENT:

Throughout the 1975-76 school year people of the Oregon Consortium for Career Education have willingly given time and effort to improve the assessment of career education programs. This draft of the assessment guide was prepared by Dr. Richard J. Withycombe. Behind him were the people comprising task forces, mini-conferences and committees who supplied background information and suggestions. The project is indebted to all who helped make this work possible.

Project Director

Organizational Structure of the Assessment Guide

The assessment guide is divided into four major parts, including Administration (Part I), Personnel (Part II), School and Community Relations (Part III), and Curriculum (Part IV). Each part includes two or more categories dealing with the various aspects of career education program development. Each category, in turn, has one or more criteria and each criteria has several program indicators.

The arrangement of the instrument is intended to make it applicable to all levels of career education. It is hoped that the criteria and program indicators used in this revision do away with the need of separate curriculum (Part IV) sections for each student developmental stage.

Instructions

The instrument provides for an assessment of essential components for a model Career Education program. When using the instrument the team members should determine the degree to which the program indicators are present. When marking the sheets, they should circle the appropriate number; 4 indicating an optimum or best condition and 0 indicating the absence of the indicator. The assessment for each criterion is then based upon an average of program indicators for that criterion and the program level for the entire category is an average of the criteria for the category. This average for each category is posted on the profile sheet.

Preparing the Profile Sheets

Total the circled numbers of each criterion. Divide the total by the number of assessment criteria in that category to obtain the average for that category. Plot this average value on the profile sheet. By following this procedure for each category of each major part, the profile of the total district career education program will result. Using the same procedure, any single category or combination of categories for district and/or buildings can be profiled.

Space is provided to write suggestions for improvement and/or identifying exemplary practices, or questions that need to be asked. This may be done throughout the guide. It is especially important if the outside team differs markedly from the inside team on a given point. In addition these observations should be included in the final report given the school district at the end of the assessment.

GLOSSARY OF TERMS

Advisory Committee: A group, usually from outside the field of education with current and substantial knowledge of jobs and occupations, selected to provide advice on technical matters for various career education programs.

Assessment: A survey of the present condition of the total career education program.

Career development task: Sequential steps necessary to insure each student orderly progress toward a career goal. (Examples of career development tasks: (a) developing a positive concept, (b) understanding the decision-making process (c) acquiring knowledge and skills in occupations and work settings.)

Career guidance: That process which affords each student the opportunity to complete his career development tasks.

Community resources, facilities, equipment: Those human and physical assets within the community that provide assistance to the school in carrying out their educational programs.

Evaluation: A process within the system that measures whether the predetermined objectives of the career education programs are being met.

Individualized instruction: A delivery system that allows each student to acquire knowledge, skills and abilities in keeping with predetermined objectives without regard to a timeline.

Inter-disciplinary: Activities which involve two or more disciplines that show the relationship and application of common competencies.

Key occupations: Occupations that are representative of the community or segments of the labor force in respect to numbers employed and required competencies.

Long-range plans: The career education developmental plan that is required by State law to be filed with the State Department of Education. It must have been approved by the district school board prior to submittal to the state agency.

Staff competencies: Knowledge, abilities, attitudes, and skills needed by the staff to operate a quality career education program.

Student outcomes: Pupil performance in terms of predetermined objectives.

Work experience: Activities of a student learner in a work environment that are supervised jointly by the school and the cooperating training agency.

PART I

ADMINISTRATION

A. STRUCTURE AND PROCESS

Administrators should be aware of the essential elements that are necessary to the development and maintenance of career education programs. Both effective and efficient use of these elements depends upon the leadership abilities, the communications skills, and the planning, implementation, and evaluation processes used by local administrators, teachers, community representatives, and liaison personnel from the State Department of Education.

ASSESSMENT CRITERION: A WRITTEN CAREER EDUCATION PLAN		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	A written plan detailing the District's commitment to career education programming has been prepared by local school officials and has been formally endorsed by the local board of education.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	Local school officials have developed a written plan which outlines the District's commitments to career education program development and maintenance.	4 3 2 1 0	4 3 2 1 0
1.0.2	The written District plan includes statements of intent to organize, implement, and maintain career education programs for students of differing ages, interests, and abilities.	4 3 2 1 0	4 3 2 1 0
1.0.3	Local school administrators have presented this written plan to members of the board of education during a regular meeting of the board.	4 3 2 1 0	4 3 2 1 0

		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0.4	Opportunities were made available for both regular board members and local citizens to respond to this plan prior to its endorsement by the board of education.	4 3 2 1 0	4 3 2 1 0
1.0.5	Once endorsed, the district's career education plan is utilized by local decision-makers when determining the priorities for developing and maintaining career education programs.	4 3 2 1 0	4 3 2 1 0
1.0.6	Once endorsed, the district's career education plan is utilized by local decision-makers when determining the basis and priorities for financing the local career education programs.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: POLICY AND GUIDELINES

		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0	Existing district policy statements and operational guidelines have been reviewed to insure their compatibility with the district career education plan. Wherever necessary, new policies and guidelines have been developed.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

2.0.1	Separate elements of the district's career education plan have been analyzed to determine all local policy/guideline implications.	4 3 2 1 0	4 3 2 1 0
2.0.2	Wherever necessary, new policy/guideline statements have been developed and taken before the board of education for review and adoption.	4 3 2 1 0	4 3 2 1 0
2.0.3	All new policy/guidelines have been incorporated within the district's policy manual or operational handbook.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: DISTRICT AND BUILDING COORDINATION		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
3.0	The local school district's administrative structure and processes provide for both district-level and building-level coordination of career education programming.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
3.0.1	A person at the district level has been identified and given the responsibility to coordinate the planning and implementation of the district's career education programs.	4 3 2 1 0	4 3 2 1 0
3.0.2	The career education coordinator's position is identifiable within the district's organizational chart and has been assigned formal authority.	4 3 2 1 0	4 3 2 1 0
3.0.3	A person at each school in the district has been given the responsibility for coordinating the building-level career education program.	4 3 2 1 0	4 3 2 1 0
3.0.4	The local building coordinator for career education has been provided duty-free time to carry out assigned program responsibilities.	4 3 2 1 0	4 3 2 1 0
3.0.5	The responsibilities of the local building coordinator have been specified within a written position description.	4 3 2 1 0	4 3 2 1 0

B. THE PLANNING PROCESS

Systematic planning is essential if career education programs are to be successfully implemented, upgraded, and properly maintained. The planning process should focus on active efforts to determine the needs of all students, staff, and community. In addition, the planning process should contribute to the formulation of district-level and building-level career education goals, the identification of necessary resources, and a determination of program implementation procedures.

ASSESSMENT CRITERION: DISTRICT AND BUILDING NEEDS ASSESSMENT

		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	District-level and building-level career education programs have been implemented on the basis of local student, staff, and community needs.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	Formal strategies have been employed to determine local student, staff, and community needs related to career education programming.	4 3 2 1 0	4 3 2 1 0
1.0.2	Students, staff, and local community members have been involved in the processes leading to the determination of local career education programming needs.	4 3 2 1 0	4 3 2 1 0
1.0.3	District-level and building-level needs assessment is an on-going part of the district's commitment to career education program development and revision.	4 3 2 1 0	4 3 2 1 0

2.0.4	Career education advisory committees have been involved in the process of local resource identification.	4 3 2 1 0	4 3 2 1 0
2.0.5	Some procedure is used within the district for cataloguing information related to identifiable human and physical resources.	4 3 2 1 0	4 3 2 1 0
2.0.6	Human and physical resource information can be retrieved, when needed, to support local career education program needs or requirements.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: PROGRAM IMPLEMENTATION PROCEDURES		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
3.0	Procedures for implementing local career education programs are suggested within the district's written career education plan.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

3.0.1	The local school district has developed written guidelines for implementing its long-range career education plan.	4 3 2 1 0	4 3 2 1 0
3.0.2	Each school in the district has developed written guidelines for implementing its long-range plan.	4 3 2 1 0	4 3 2 1 0
3.0.3	As local needs change, the district's long-range plan is revised.	4 3 2 1 0	4 3 2 1 0
3.0.4	As local needs change, each local school's long-range plan is revised.	4 3 2 1 0	4 3 2 1 0

1.0.4	Information gained from needs assessment work has contributed to the formulation of both district and building-level career education goals and objectives.	4 3 2 1 0	4 3 2 1 0
1.0.5	Clearly stated educational goals and objectives are included within the district's written career education plan.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: RESOURCE IDENTIFICATION

		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0	- Both district and building planning processes contribute to the identification of human and physical resources needed to support career education programming.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

2.0.1	Formal strategies have been employed to determine available human and physical resources contained within the local district which can be used to support career education programming.	4 3 2 1 0	4 3 2 1 0
2.0.2	Formal strategies have been employed to determine available human and physical resources contained within each school which can be used to support career education programming.	4 3 2 1 0	4 3 2 1 0
2.0.3	Formal strategies have been employed to determine available human and physical resources contained within the surrounding community which can be used to support career education programming.	4 3 2 1 0	4 3 2 1 0

C. FINANCING

Adequate financial resources are required to implement and maintain a quality career education program within a local school district or in an individual school. The available budget should support the needs and priorities outlined within the district's long-range career education plan.

ASSESSMENT CRITERION: PROGRAM BUDGETING		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	The local district's operating budget is sufficient to support the needs and priorities outlined within its own long-range career education plan.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	The district's budget includes adequate provision for personnel, facilities, supplies, equipment, and supporting services to carry out local career education objectives.	4 3 2 1 0	4 3 2 1 0
1.0.2	Provisions have been made to support extended staff contracts as such contracts are needed.	4 3 2 1 0	4 3 2 1 0
1.0.3	Monies are budgeted to support staff development or staff inservice programs as such programs are needed.	4 3 2 1 0	4 3 2 1 0
1.0.4	Monies are budgeted to support local career education curriculum development activities.	4 3 2 1 0	4 3 2 1 0

1.0.5	Resources are budgeted to offset the costs associated with the transportation of students to on-site work experience locations. (Exploration and Preparation)	4 3 2 1 0	4 3 2 1 0
1.0.6	Each student is covered by adequate insurance protection while participating in work experiences related to career education.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: PARTICIPATION IN BUDGETING PROCESS		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0	Instructional staff and advisory personnel are involved in the process of developing the career education budget.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
2.0.1	Instructional staff assist the district's administrative staff in the process of developing the career education budget.	4 3 2 1 0	4 3 2 1 0
2.0.2	Advisory personnel are consulted during the process of developing the career education budget.	4 3 2 1 0	4 3 2 1 0

D. FACILITIES AND EQUIPMENT

Many career education activities can be conducted without specialized facilities and/or equipment. However, as students become more aware of their interests and aptitudes in relationship to potential careers, proper facilities, equipment, and other related resources become essential to enhance their educational growth. A comprehensive career education program does require adequate facilities and equipment.

ASSESSMENT CRITERION: FACILITIES AND EQUIPMENT		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	Appropriate facilities and equipment are available within the district to properly support career education programming needs and requirements as these are suggested in the district's own long-range career education plan.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	The facilities and equipment that are needed to implement different portions of the district's career education program have been identified by administrative and instructional personnel.	4 3 2 1 0	4 3 2 1 0
1.0.2	Existing facilities and equipment are adequate to carry out immediate career education instructional objectives.	4 3 2 1 0	4 3 2 1 0

1.0.3	Existing facilities and equipment are being utilized to the actual limits of their potential.	4 3 2 1 0	4 3 2 1 0
1.0.4	As new career education programs are planned, the district adequately budgets to obtain additional facilities and/or equipment as they are needed by the instructional staff.	4 3 2 1 0	4 3 2 1 0
1.0.5	To the extent possible, existing facilities and equipment are consistent with the facilities and equipment used in the "world of work".	4 3 2 1 0	4 3 2 1 0
1.0.6	The district properly maintains its facilities and equipment and regularly checks to insure that safety requirements are being fully met.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: STAFF PREPARATION		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0	As new equipment is installed within the district, instructional staff members receive needed inservice training to insure proper equipment use and care.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

2.0.1	As needs appear, the district provides instructional staff members with inservice training designed to facilitate the proper use and care of career education equipment and/or facilities.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: PARTICIPATION IN EQUIPMENT/FACILITIES SELECTION		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
3.0	Instructional staff and advisory personnel are involved in the process of designing new facilities and selecting appropriate equipment.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
3.0.1	The district's instructional staff are directly involved by the administrative staff in the process of designing new facilities and selecting appropriate instructional equipment.	4 3 2 1 0	4 3 2 1 0
3.0.2	Advisory committees are consulted on the design of new facilities and the selection of instructional equipment.	4 3 2 1 0	4 3 2 1 0

E. PROGRAM EVALUATION

The district should have a definite plan for the evaluation of its own career education program. Such a plan should be formally implemented in a manner that will aid the district's staff in determining how well the total career education program is meeting the needs of students, the community, and the world of work.

ASSESSMENT CRITERION: EVALUATION PLAN AND INTENT		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	A written plan has been developed and adopted by the district for evaluating the effectiveness of its career education program and for reporting this information to appropriate district decision-makers.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	A written plan outlining methods/intents for the evaluation of the district's career education program has been developed by district administrators.	4 3 2 1 0	4 3 2 1 0
1.0.2	The career advisory committee has been involved in reviewing the career education evaluation plan prior to its adoption and implementation.	4 3 2 1 0	4 3 2 1 0
1.0.3	The evaluation plan has been formally implemented by district personnel.	4 3 2 1 0	4 3 2 1 0
1.0.4	Evaluation information is used by local district personnel to improve the quality and effectiveness of its career education programming.	4 3 2 1 0	4 3 2 1 0

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1.0.5	As local needs dictate, provisions are made for third-party or external program evaluation provided by non-district evaluation specialists.	4 3 2 1 0	4 3 2 1 0
1.0.6	The results of the district's career education evaluation efforts are disseminated to advisory board members and to members of the board of education.	4 3 2 1 0	4 3 2 1 0

PART II

PERSONNEL

A. STAFF QUALIFICATIONS

The knowledge, ability, skill, and interest of the school's staff directly affects the quality of the educational programs which operate within the school. Since the staff plays such a significant role in dynamic, on-going educational programs, it is important that all staff in career education programs be selected on the basis of their demonstrated knowledge, skill, and interest.

ASSESSMENT CRITERION: STAFF QUALIFICATIONS AND SELECTION PROCESS		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	Persons who will serve as the staff for career education programs should be selected on the basis of their demonstrated knowledge, skill, and interest.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	All staff members are appropriately certified for their area of assigned instructional responsibility.	4 3 2 1 0	4 3 2 1 0
1.0.2	Each staff member can demonstrate at least minimum competency in career education programs.	4 3 2 1 0	4 3 2 1 0
1.0.3	Staff members can demonstrate basic guidance skills applied within career education programming.	4 3 2 1 0	4 3 2 1 0

1.0.4	Staff members demonstrate an ability to utilize individualized methods of instruction.	4 3 2 1 0	4 3 2 1 0
1.0.5	The advisory committee has reviewed criteria developed by district personnel for use in the district's career education staff selections.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: INTEGRATING CAREER EDUCATION		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0	The staff within a building is able to integrate career education concepts, skills, and attitudes into their program areas/levels.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

2.0.1	Staff members have identified and stated specific student learning outcomes within their program areas/levels.	4 3 2 1 0	4 3 2 1 0
2.0.2	Staff members have identified specific career education concepts, skills, and attitudes which can be appropriately developed in their program areas/levels.	4 3 2 1 0	4 3 2 1 0
2.0.3	Staff members work to fully integrate career education concepts, skills, and attitudes into their program areas/levels.	4 3 2 1 0	4 3 2 1 0
2.0.4	The advisory committee is kept informed of the staff's goals and objectives, student outcome statements, and career-related instructional strategies.	4 3 2 1 0	4 3 2 1 0

B. STAFF DEVELOPMENT

Continuous professional staff development is a highly desirable element within all school or school district programs. Well designed and fully implemented staff development programs should facilitate the ongoing exploration and development of career-related concepts applied to different educational areas/levels. In addition, staff development activities should help staff members identify new career education resources, initiate better instructional techniques and strategies, and assist in the identification of systematic methods for integrating career education into all areas of the school's educational program.

ASSESSMENT CRITERION: STAFF NEEDS		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	Professional development plans and programs should be based upon an accurate, ongoing assessment of the staff's professional development needs.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	Staff members have had an opportunity to identify their own professional development needs and interests prior to the formulation and implementation of specific professional development programs.	4 3 2 1 0	4 3 2 1 0
1.0.2	Career education goals and objectives and requisite staff competency requirements form one basis for the determination of professional development program needs.	4 3 2 1 0	4 3 2 1 0
1.0.3	The advisory committee has made input into the planning process used to initiate formal professional development programs for staff.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: IMPLEMENTING PROFESSIONAL DEVELOPMENT PROGRAM		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0	A program for professional staff development is available within the district for all staff and is used by staff members as a means for them to enhance their knowledge, skills, and competencies related to career education.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
2.0.1	Local district and building guidelines for professional staff development have been written and are made available to all district staff.	4 3 2 1 0	4 3 2 1 0
2.0.2	Adequate resources, including release time and finances, have been identified and made available for professional staff development activities.	4 3 2 1 0	4 3 2 1 0
2.0.3	Provisions have been made for consultant help sufficient to support the professional development process.	4 3 2 1 0	4 3 2 1 0
2.0.4	Staff have been included in the planning and implementation of staff development activities.	4 3 2 1 0	4 3 2 1 0
2.0.5	All staff members have been strongly encouraged to participate in staff development activities/programs.	4 3 2 1 0	4 3 2 1 0
2.0.6	Career education topics have been included within the scope of the district's staff development program.	4 3 2 1 0	4 3 2 1 0
2.0.7	Released time is provided the staff for upgrading career education knowledge, skills, and competencies.	4 3 2 1 0	4 3 2 1 0

PART III

SCHOOL AND COMMUNITY RELATIONS

A. ADVISORY COMMITTEE

Career education programs should reflect the needs of the occupational world and the community. Advisory committees can assist in representing these needs in planning and in keeping programs current with the requirements of the world of work.

ASSESSMENT CRITERION: ADVISORY COMMITTEE STRUCTURE AND ROLE		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	An advisory committee, representing the business-labor-industry community, parents, staff, and students is operational at the district level.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	The composition and membership of the advisory committee has been established and maintained.	4 3 2 1 0	4 3 2 1 0
1.0.2	The purposes, responsibilities, and tasks of the advisory committee have been developed jointly by advisory committee members and school personnel.	4 3 2 1 0	4 3 2 1 0
1.0.3	The advisory committee has contributed to planning for conducting, and analyzing the results of a local needs assessment related to career education.	4 3 2 1 0	4 3 2 1 0
1.0.4	The advisory committee has contributed to long-range goals and objectives for career education.	4 3 2 1 0	4 3 2 1 0

1.0.5	The advisory committee has held meetings on a regular basis throughout the school year.	4 3 2 1 0	4 3 2 1 0
1.0.6	Agendas for meetings of the advisory committee have been jointly developed by the chairperson, committee members, and responsible school personnel.	4 3 2 1 0	4 3 2 1 0
1.0.7	Local district staff have been assigned or selected to participate in the work of the advisory committee.	4 3 2 1 0	4 3 2 1 0
1.0.8	Reports and recommendations of the advisory committee are given to the board of education and to the school's staff.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: SPECIAL ADVISORY GROUPS		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0	Special task forces or advisory groups/committees are operated to support each educational level and specialized occupational area.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

2.0.1	Representation on these advisory groups/committees reflects the specialized occupational areas and educational levels involved.	4 3 2 1 0	4 3 2 1 0
2.0.2	The purposes, responsibilities, and tasks of each special advisory group/committee have been developed jointly by committee members and school personnel.	4 3 2 1 0	4 3 2 1 0
2.0.3	Coordination has been maintained among advisory groups/ committees which operate within the district.	4 3 2 1 0	4 3 2 1 0

2.0.4	Each special task force or advisory group/committee has been involved in the identification of local resources to support programming needs within each related educational level or specialized occupational area.	4 3 2 1 0	4 3 2 1 0
2.0.5	Reports and recommendations from separate special advisory groups/committees are given to the central advisory committee and to the school's staff.	4 3 2 1 0	4 3 2 1 0

B. RESOURCES

Adults within the community who are actively pursuing careers can share valuable and direct information with students who are exploring the world of work or preparing for a specific career. Students can gain realistic impressions of careers and occupations through direct contact with people throughout the immediate community.

ASSESSMENT CRITERION: COMMUNITY RESOURCE UTILIZATION		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	The entire community should be utilized in support of career education program development.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	Representatives from the business-labor-industry community are actively involved in the career education program.	4 3 2 1 0	4 3 2 1 0

1.0.2	Community resource people are identified and utilized to make career education classroom presentations.	4 3 2 1 0	4 3 2 1 0
1.0.3	Community resource people have been utilized to support small groups of students/staff who are involved in on-site explorations of different career fields.	4 3 2 1 0	4 3 2 1 0
1.0.4	Community sites are used to support career cluster programs and vocational work experience training.	4 3 2 1 0	4 3 2 1 0

C. COMMUNICATIONS

The career education program needs to provide for direct communication with all elements of the community it serves. The school staff plays a critical role in the development of such communication.

ASSESSMENT CRITERION: DISSEMINATING INFORMATION		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	The school staff should inform the community about current career education program goals, plans, and activities.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	A plan for disseminating information about the career education program has been developed and initiated.	4 3 2 1 0	4 3 2 1 0
1.0.2	A variety of methods and materials have been utilized for disseminating information about the career education program.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: RECEIVING INFORMATION

		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0	The school's staff should seek information from the community regarding educational needs, goals, plans, and activities appropriate for career education program development.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

2.0.1	An ongoing needs assessment effort has been initiated and maintained which seeks information from members of the community regarding educational needs and goals.	4 3 2 1 0	4 3 2 1 0
2.0.2	Reports and recommendations from local advisory committees are given to the board of education and the school's staff in support of effective career education program development.	4 3 2 1 0	4 3 2 1 0

PART IV

CURRICULUM

A. CAREER GUIDANCE

Career education programs should assist students become aware of a broad variety of careers, help them make tentative occupational decisions, and provide them with a wide range of career developmental tasks which include the attitudes and values required for productive citizenship. In this broad context, career guidance services are extremely important to all students at the career awareness, career exploration, and career preparation levels. Through these career guidance services, each student should gain a knowledge of how to make personal choices, an understanding of himself/herself and the career selection process, and, as the student grows and matures, attitudes and values associated with self-responsibility and refined decision-making abilities career life choices.

ASSESSMENT CRITERION: A WRITTEN CAREER GUIDANCE PLAN		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	A long-range career guidance plan has been written which details the district's K-12 career guidance service commitments. This plan has been reviewed by the career advisory committee and has been adopted by the board of education.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	A career education guidance plan has been written which details career guidance services at the awareness (K-6), exploration (7-10), and preparation (11-12) levels on a district-wide basis.	4 3 2 1 0	4 3 2 1 0
1.0.2	This career guidance plan has been reviewed by the career advisory committee prior to receiving school board consideration.	4 3 2 1 0	4 3 2 1 0

		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0.3	The career guidance plan for the district has been reviewed and adopted by the board of education during a regular meeting of the board.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: CAREER GUIDANCE FUNCTIONS

2.0	The district's career guidance program provides for the continuous assessment of student aptitudes and interests, opportunities for exploring different occupations, and assistance in career-related decision-making.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

2.0.1	A means for assessing student aptitude and interest has been identified for use at the awareness (K-6), exploration (7-10), and preparation (11-12) program levels.	4 3 2 1 0	4 3 2 1 0
2.0.2	Actual assessment of student aptitude and interest has been carried out at each program level throughout the school district.	4 3 2 1 0	4 3 2 1 0
2.0.3	Information from student aptitude and interest assessments has been collected and summarized within each building and across the district.	4 3 2 1 0	4 3 2 1 0
2.0.4	Assessment information has been utilized by the district's staff in designing appropriate career education activities at each program level.	4 3 2 1 0	4 3 2 1 0

		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0.5	Both guidance and instructional staff have cooperated in the planning, implementation, and evaluation of career education activities at each program level.	4 3 2 1 0	4 3 2 1 0
2.0.6	A system of record-keeping has been developed and maintained which enables building-level staff to monitor individual student progress toward meeting personal, career education goals.	4 3 2 1 0	4 3 2 1 0
2.0.7	Student records are systematically up-dated and move with each student as the student advances through each separate program level.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: INTEGRATION OF CAREER GUIDANCE SERVICES

		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
3.0	Career guidance services are integrated within each career education program level and are maintained by trained district personnel.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

3.0.1	Career guidance services are integrated with other educational services provided for students at each program level.	4 3 2 1 0	4 3 2 1 0
3.0.2	The district's regular instructional staff and its counseling and guidance staff have received inservice or staff development training related to career guidance information/services.	4 3 2 1 0	4 3 2 1 0

B. CURRICULUM DESIGN

All the district's instructional programs should have a direct relationship to career education concept development. The curriculum design should include the identification of program-level goals, objectives, and minimal student competencies, as well as outline procedures designed to encourage each student to participate in effective school and community-based learning activities

ASSESSMENT CRITERION: PHILOSOPHY, GOALS, OBJECTIVES, AND COMPETENCIES		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	The philosophy, goals, objectives, and minimum competencies associated with career education have been specified by district personnel, reviewed by the career advisory committee, and adopted by the board of education.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	A philosophy statement and goals and objectives have been written by district personnel for career awareness (K-6), exploration (7-10), and preparation (11-12) program levels.	4 3 2 1 0	4 3 2 1 0
1.0.2	The district's curriculum design and plan includes statements of measurable, minimum student competency requirements.	4 3 2 1 0	4 3 2 1 0
1.0.3	The written philosophy, goals, objectives, and minimum competency statements have been reviewed by the career advisory committee prior to receiving school board consideration.	4 3 2 1 0	4 3 2 1 0
1.0.4	The written philosophy, goals, objectives, and minimum competency statements have been reviewed and adopted by the board of education during a regular meeting of the board.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: A CURRICULUM PLAN		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
2.0	The district's curriculum plan should demonstrate the continuity of career education experiences between career awareness, career exploration, and career preparation program-level goals, objectives, and minimum student competency requirements.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
2.0.1	The district's curriculum plan for career awareness (K-6), career exploration (7-10), and career preparation (11-12) has been reviewed to determine the consistency and continuity of career education program development.	4 3 2 1 0	4 3 2 1 0
2.0.2	The procedures for granting student's credit for course completions have been clearly described by district and building-level personnel.	4 3 2 1 0	4 3 2 1 0
2.0.3	Specified procedures for granting credit to students who complete specific courses are followed by the district's staff.	4 3 2 1 0	4 3 2 1 0
2.0.4	An approved program for graduation credit is on file with the State Department of Education.	4 3 2 1 0	4 3 2 1 0
2.0.5	Each cluster program meets the State's requirements for reimbursement, e.g., certified instructor, appropriate facilities, appropriate curriculum, youth organizations, and work experience.	4 3 2 1 0	4 3 2 1 0

ASSESSMENT CRITERION: COMMUNITY-BASED LEARNING		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
3.0	The district's career-related curriculum has been designed to insure the appropriate use of community-based learning experiences for students at each program level.	4 3 2 1 0	4 3 2 1 0

PROGRAM INDICATORS:

3.0.1	The career awareness program (K-6) utilizes both the immediate work environment and the surrounding community as elements of the curriculum/instruction process related to career concept development.	4 3 2 1 0	4 3 2 1 0
3.0.2	The career exploration program (7-10) provides for community-based, on-site exploration experiences for all students.	4 3 2 1 0	4 3 2 1 0
3.0.3	The career preparation program (11-12) is designed to insure that all students have an opportunity to participate in community-based work experiences and in cluster programs that use community sites as learning stations.	4 3 2 1 0	4 3 2 1 0

C. INSTRUCTIONAL PROCESS

The instructional processes which are utilized in delivering career education to students should seek to incorporate the many unique features and experience-base of the school, community, and region into educational opportunities for all students. While many possible instructional processes may be used, interdisciplinary approaches offer significant potential when incorporated with the experience potential of the surrounding work environment.

ASSESSMENT CRITERION: SELECTION OF INSTRUCTIONAL PROCESSES		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	A wide variety of different instructional processes are utilized by district personnel to facilitate the delivery of career education concepts to all students.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	Specific areas within the curriculum have been identified which can be taught successfully using an interdisciplinary instructional approach.	4 3 2 1 0	4 3 2 1 0
1.0.2	To the extent possible, interdisciplinary approaches have been utilized by district personnel when presenting career education concepts to students.	4 3 2 1 0	4 3 2 1 0
1.0.3	Community work environments and local community resource people have been incorporated into the district's instructional processes related to career education.	4 3 2 1 0	4 3 2 1 0
1.0.4	Alternative approaches are used to teach students with different abilities, interests, or aptitudes.	4 3 2 1 0	4 3 2 1 0

1.0.5	Combinations of classroom, laboratory, and on-site learning experiences have been utilized to assist students achieve their career education objectives.	4 3 2 1 0	4 3 2 1 0

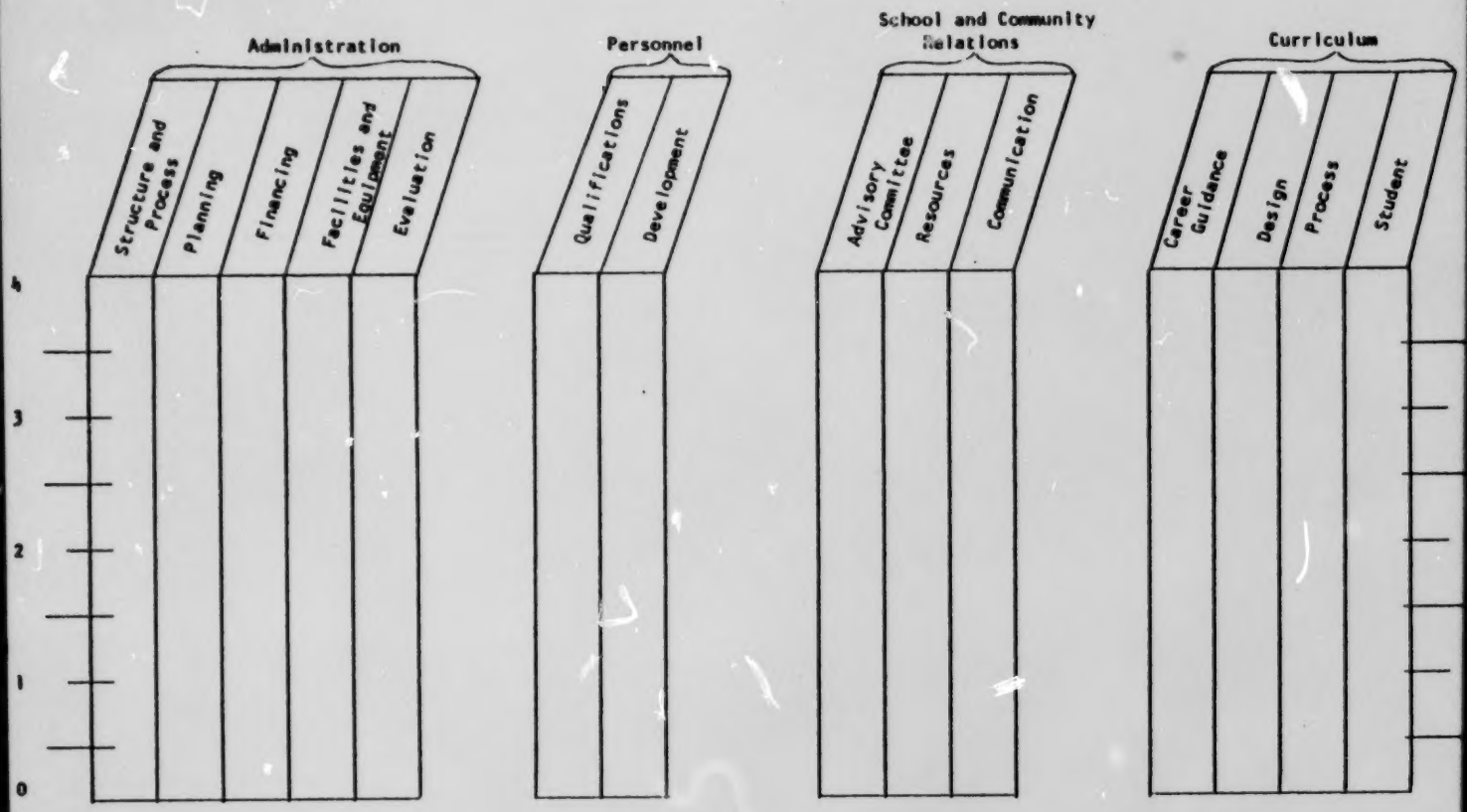
D. STUDENTS

The career education program should be designed to provide all students with diverse opportunities to become aware of careers, actively explore different career areas and interests, and to prepare for employment or an opportunity for continued education in their chosen areas of interest.

ASSESSMENT CRITERION: STUDENT-CENTERED PROGRAMMING		DISTRICT LEVEL ASSESSMENT	BUILDING LEVEL ASSESSMENT
1.0	Students should be provided with diverse opportunities to continuously identify, assess, and explore their aptitudes and interests in relation to career fields.	4 3 2 1 0	4 3 2 1 0
PROGRAM INDICATORS:			
1.0.1	The aptitudes and interests of students are systematically and frequently assessed by the district's staff.	4 3 2 1 0	4 3 2 1 0
1.0.2	Students at all program levels receive career guidance help based on identified aptitudes and personal interests.	4 3 2 1 0	4 3 2 1 0
1.0.3	Students have had opportunity and encouragement to experience different work environments and different occupations for which they have demonstrated aptitude and interests.	4 3 2 1 0	4 3 2 1 0

1.0.4	Instruction designed to lead to greater student self-awareness and self-understanding has been incorporated within the career education program of the district.	4 3 2 1 0	4 3 2 1 0
1.0.5	The career selection process has been incorporated as an integral element of the district's career education program.	4 3 2 1 0	4 3 2 1 0

PROFILE SHEET



Amity School District: Assessment Profile Sheet. Rate of change (+ or -) between 1974-75 and 1975-76

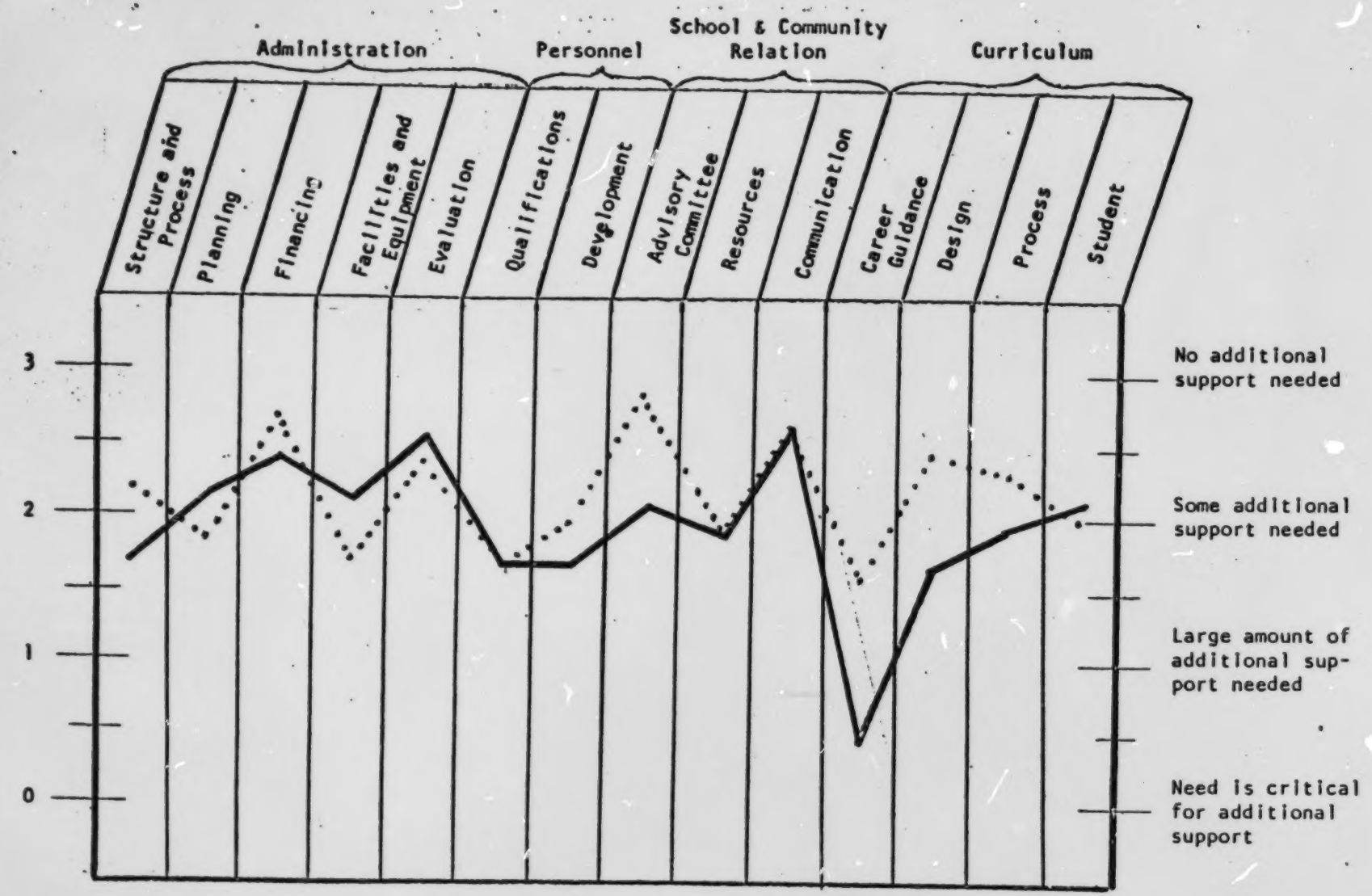
	Administration						Personnel		School and Community Relations			Curriculum		
	Structure and Process	Planning	Financing	Facilities and Equipment	Evaluation	Qualifications	Development	Advisory Committee	Resources	Communication	Career Guidance	Design	Process	Student
Amity Elementary	+ .5	- .3	+ .3	- .4	- .2	0	+ .2	+ .5	0	0	+ 1.1	+ .8	+ .5	- .6
Amity Elementary (exploration 7 and 8)	+ .4	0	+ .3	0	- .2	+ .2	+ .1	+ .3	- .4	- .2	+ .2	+1.0	+ .9	0
Ballston Elem.	+ .5	- .3	+ .3	- .1	+1.7	0	+ .2	+ .4	+ .3	- .5	+ .9	+ .9	- .1	- .6
Hopewell Elem.	+ .5	- .3	+ .3	- .3	- .2	0	+ .2	- .3	+ .3	- .2	+ .1	+ .2	0	0
Amity High Sch.	+ .1	+ .2	- .5	+ .5	+ .7	+ .1	+ .1	+ .6	+ .8	- .8	+ 1.0	+ .8	+ .4	- .1
Amity High Sch. (preparation 11 and 12)	+ .3	+ .2	+ .5	+ .4	+ .7	+ .3	- .1	+ .9	-1.2	- .3	+ .5	+ .3	+ .6	+ .1

Summary total growth: 14.2 units
23.7 increments

Appendix F

Amity School District

AMITY ELEMENTARY



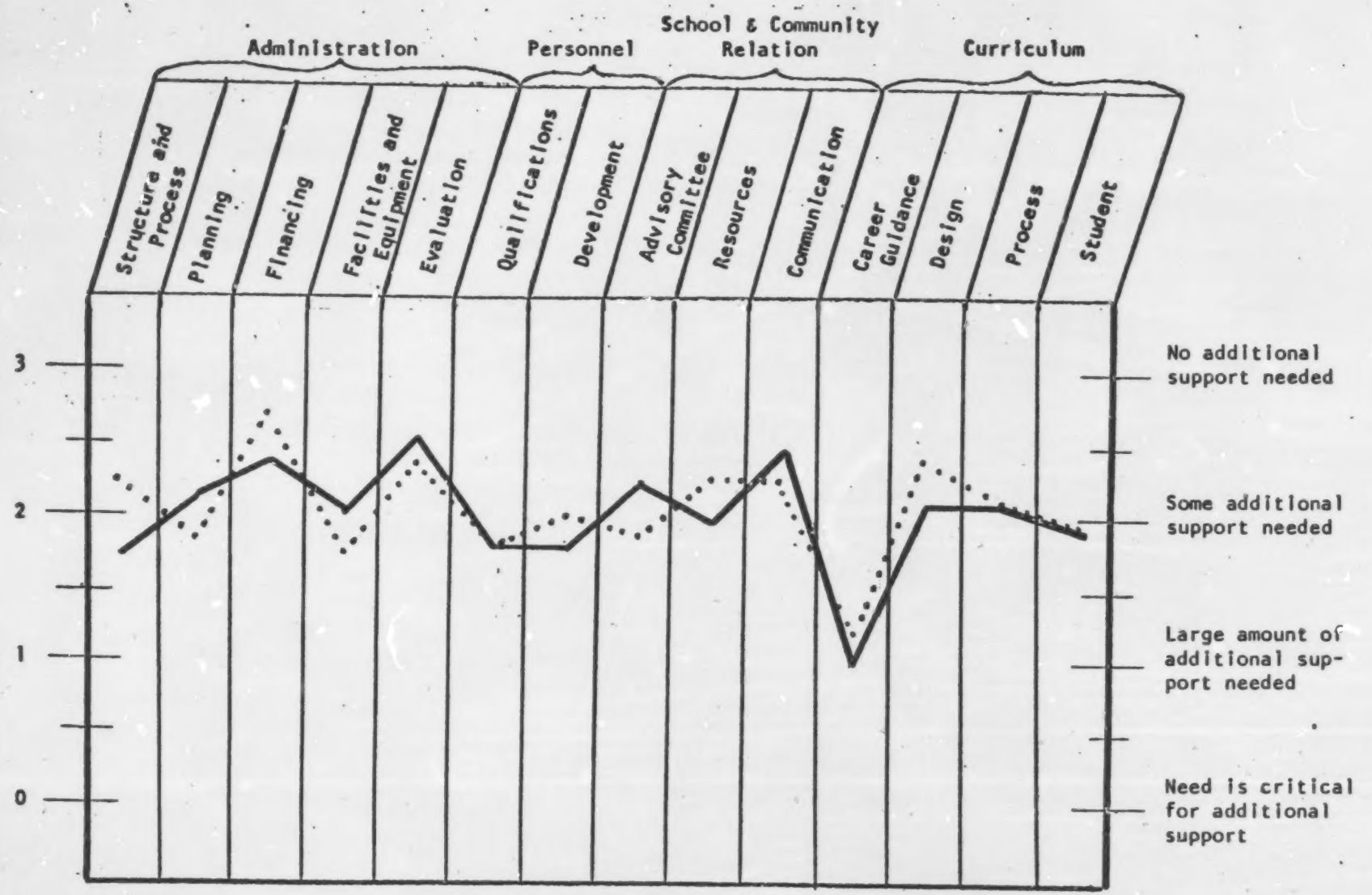
omposite	1.7	2.1	2.3	2.1	2.5	1.7	1.7	2.2	1.9	2.6	.5	1.7	1.9	2.1
omposite	2.2	1.8	2.6	1.7	2.3	1.7	1.9	2.7	1.9	2.6	1.6	2.5	2.4	1.5

1974/75 _____

1975/76 .....

Amity School District

HOPEWELL ELEMENTARY



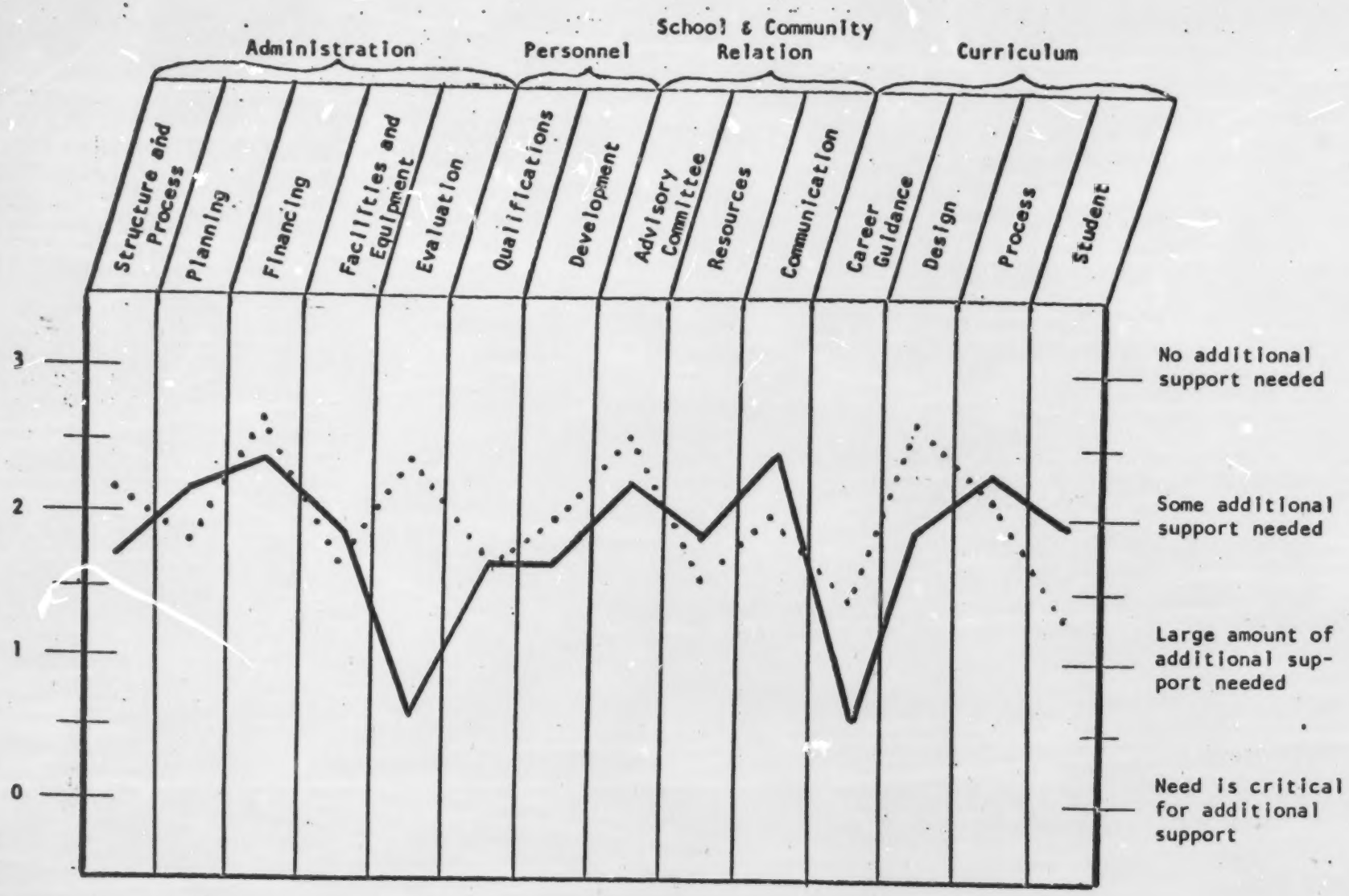
Composite	1.7	2.1	2.3	2.0	2.5	1.7	1.7	2.2	1.9	2.4	1.1	2.1	2.1	1.9
Composite	2.2	1.8	2.6	1.7	2.3	1.7	1.9	1.8	2.2	2.2	1.2	2.3	2.1	1.9

1974/75 _____

1975/76 .....

Amity School District

BALLSTON ELEMENTARY



omposite	1.7	2.1	2.3	1.8	.6	1.7	1.7	2.2	1.9	2.4	.6	1.8	2.3	1.9
omposite	2.2	1.8	2.6	1.7	2.3	1.7	1.9	2.6	1.6	1.9	1.5	2.7	2.2	1.3

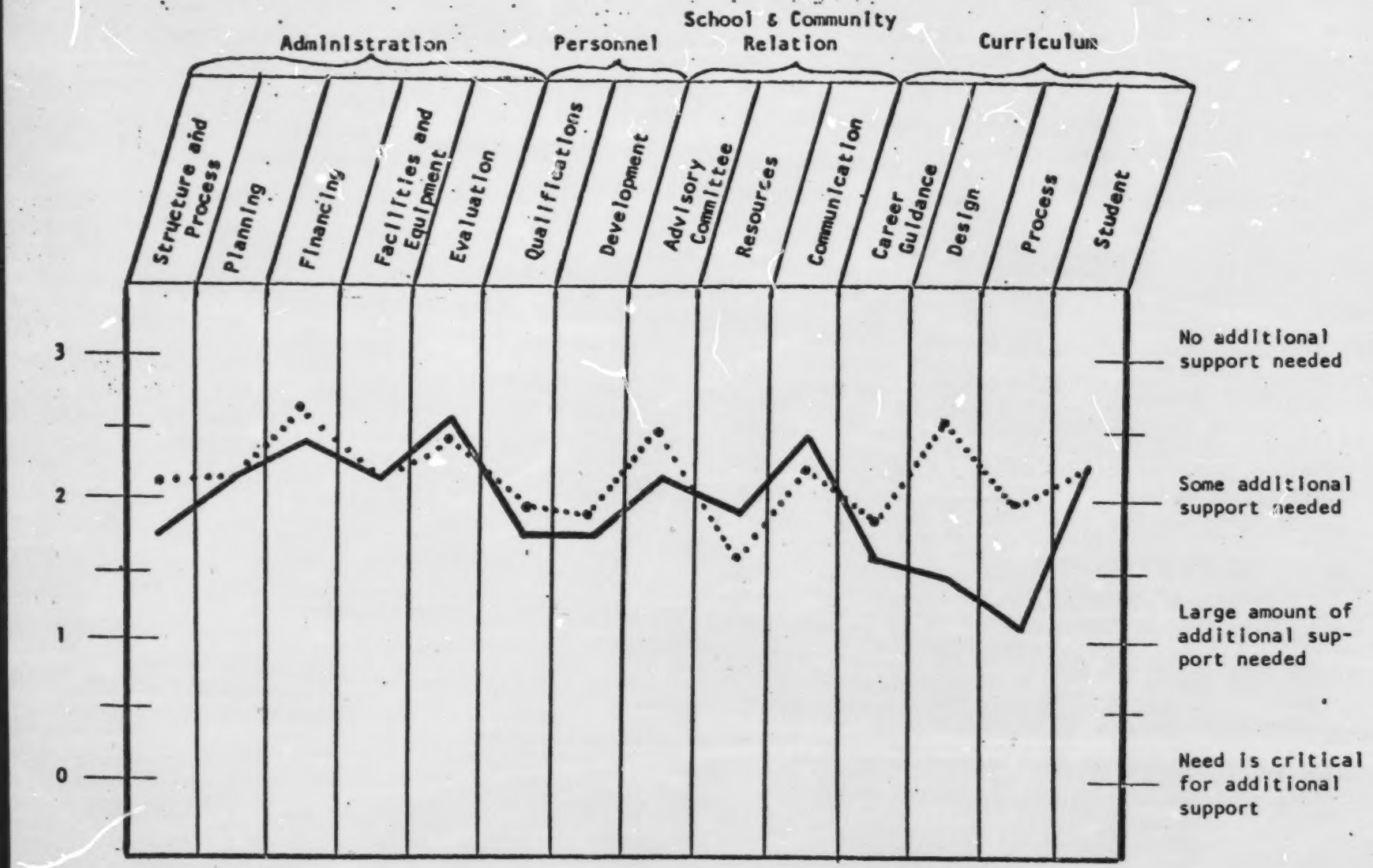
1974/75 _____

1975/76 111

Amity School District

AMITY ELEMENTARY

EXPLORATION 7 & 8



omposite	1.7	2.1	2.3	2.1	2.5	1.7	1.7	2.2	1.9	2.4	1.6	1.5	1.1	2.2
omposite	2.1	2.1	2.6	2.1	2.3	1.9	1.8	2.5	1.5	2.2	1.8	2.5	2.0	2.2

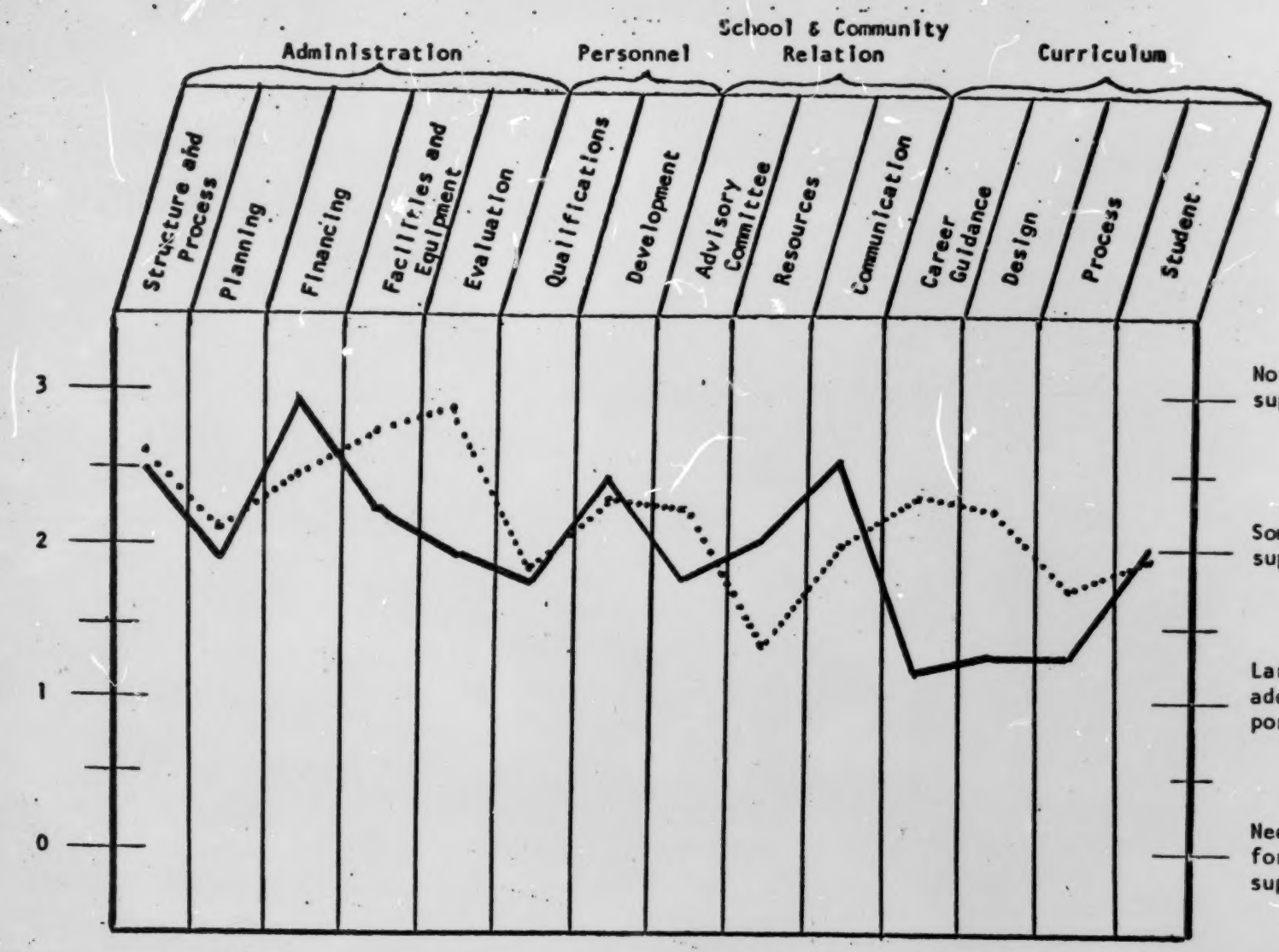
1974/75 _____

1975/76 .....

Amity School District

AMITY HIGH SCHOOL

EXPLORATION 9 & 10



Composite	2.5	1.9	2.9	2.2	1.9	1.7	2.3	1.7	2.1	2.7	1.3	1.4	1.4	2
Composite	2.6	2.1	2.4	2.7	2.6	1.8	2.4	2.3	1.3	1.9	2.3	2.2	1.8	1.9

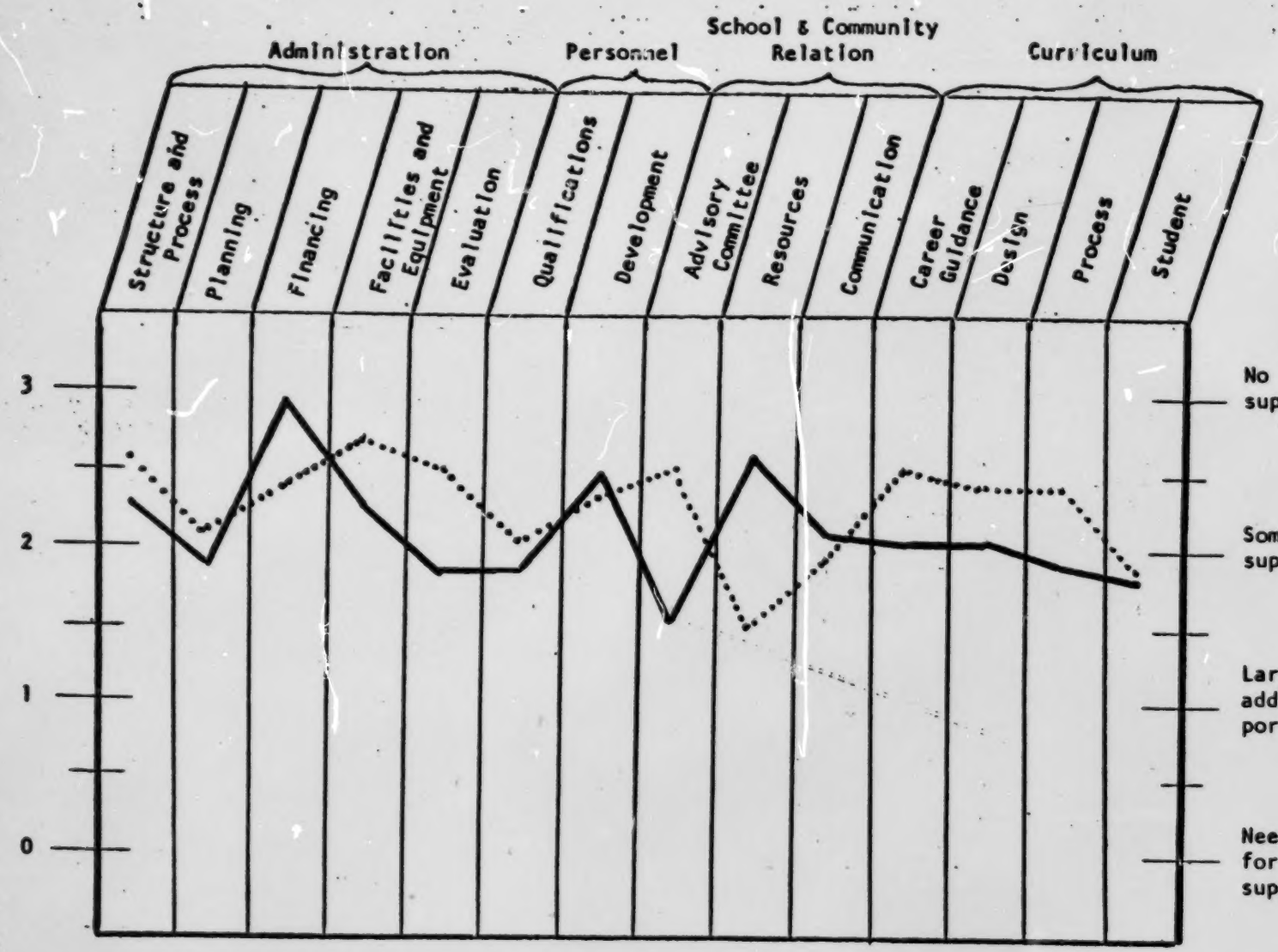
1974/75 _____

1975/76 .....

Amity School District

AMITY HIGH SCHOOL

PREPARATION 11 & 12



omposite	2.3	1.9	2.9	2.3	1.8	1.8	2.5	1.6	2.7	2.2	2.1	2.1	1.8	1.7
omposite	2.6	2.1	2.4	2.7	2.5	2.1	2.4	2.5	1.5	1.9	2.6	2.4	2.4	1.8

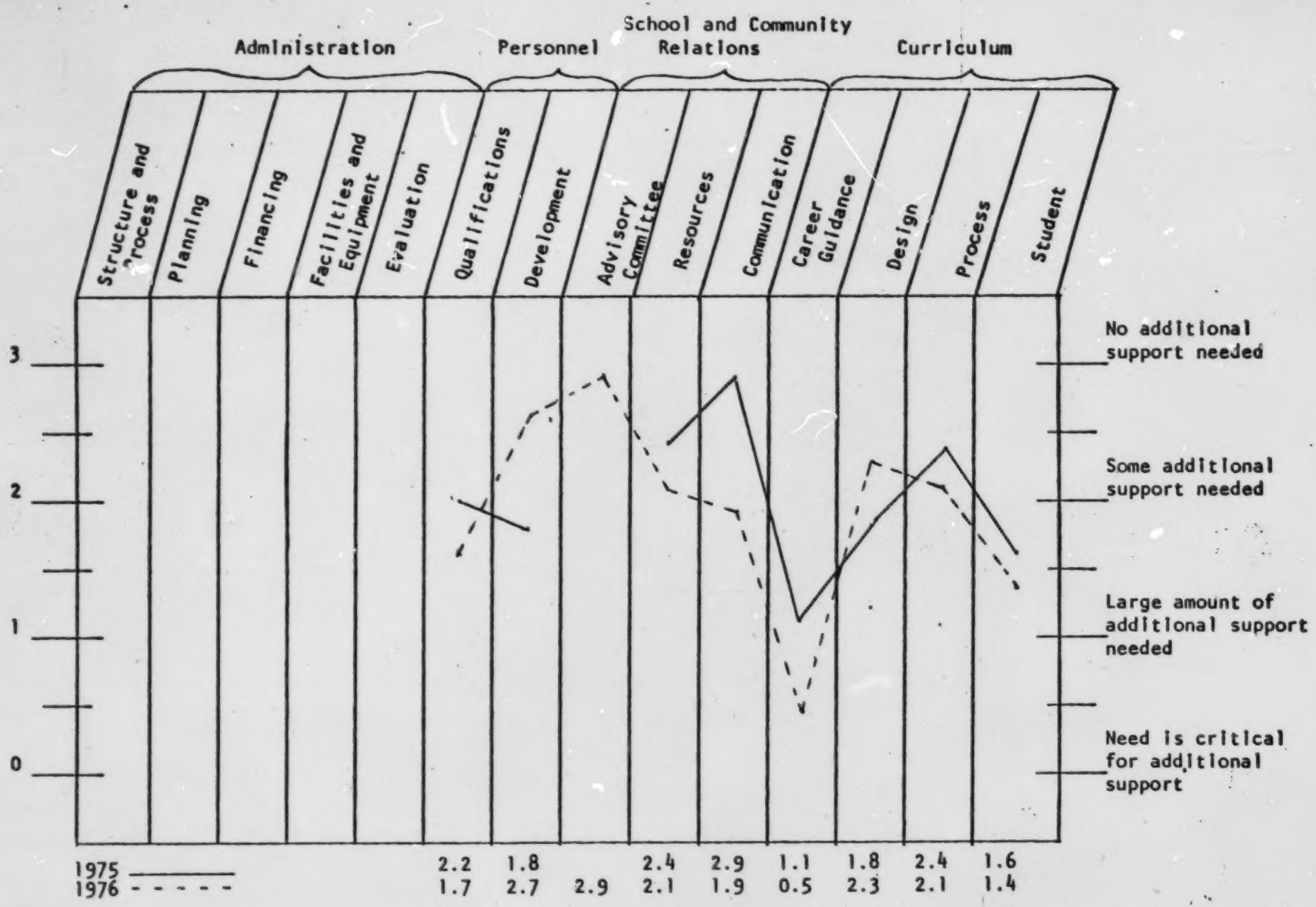
1974/75 _____

1975/76 .....

Beaverton District: Assessment Profile Sheet. Rate of change (+ or -) between 1974-75 and 1975-76

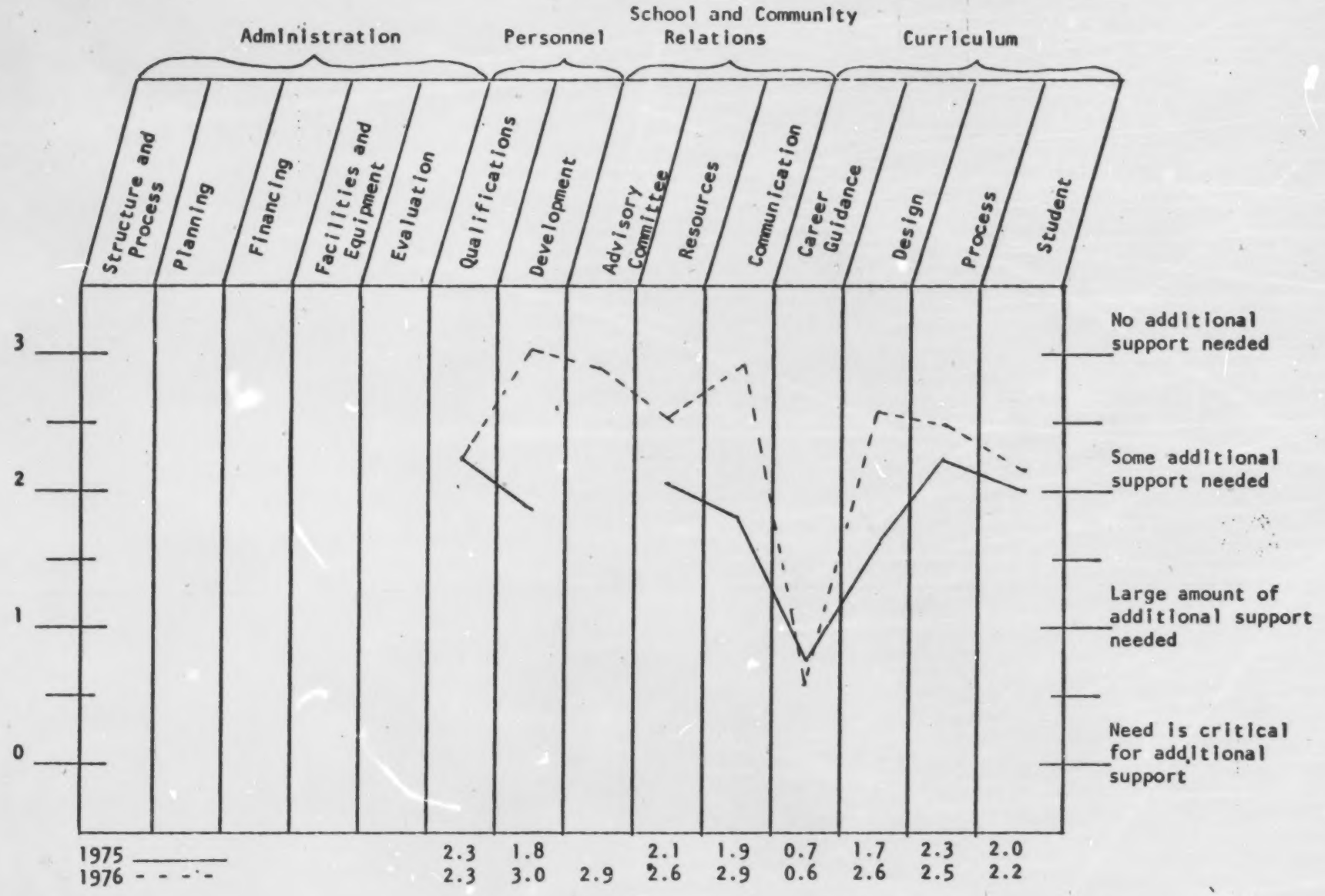
	Administration					Personnel			School and Community Relations			Curriculum		
	Structure and Process	Planning	Financing	Facilities and Equipment	Evaluation	Qualifications	Development	Advisory Committee	Resources	Communication	Career Guidance	Design	Process	Student
Garden Home						- .5	+ .9		- .3	- 1.0	- .6	+ .5	- .3	- .2
McKay						0	+1.2		+ .5	+ 1.0	- .1	+ .9	+ .2	+ .2
Montclair						0	+ .6		+ .1	- .5	- .7	+1.3	+ .6	0
Whitford						+ .7	+ .7	+ .4	- .5	+ .1	- .7	+ .2	+ .4	- .5
Beaverton High School						+ .8	+ .6	0	+ .2	+ .4	+ .7	+ .4	+ .1	+ .4

Summary Total Growth: 8.2 units
13.7 increments


Administration
Personnel
School and Community Relations
Curriculum
Structure and Process
Planning
Financing
Facilities and Equipment
Evaluation
Qualifications
Development
Advisory Committee
Resources
Communication
Career Guidance
Design
Process
Student
3
2
1
0
No additional support needed
Some additional support needed
Large amount of additional support needed
Need is critical for additional support
1975 2.2 1.8 2.4 2.9 1.1 1.8 2.4 1.6
1976 1.7 2.7 2.9 2.1 1.9 0.5 2.3 2.1 1.4

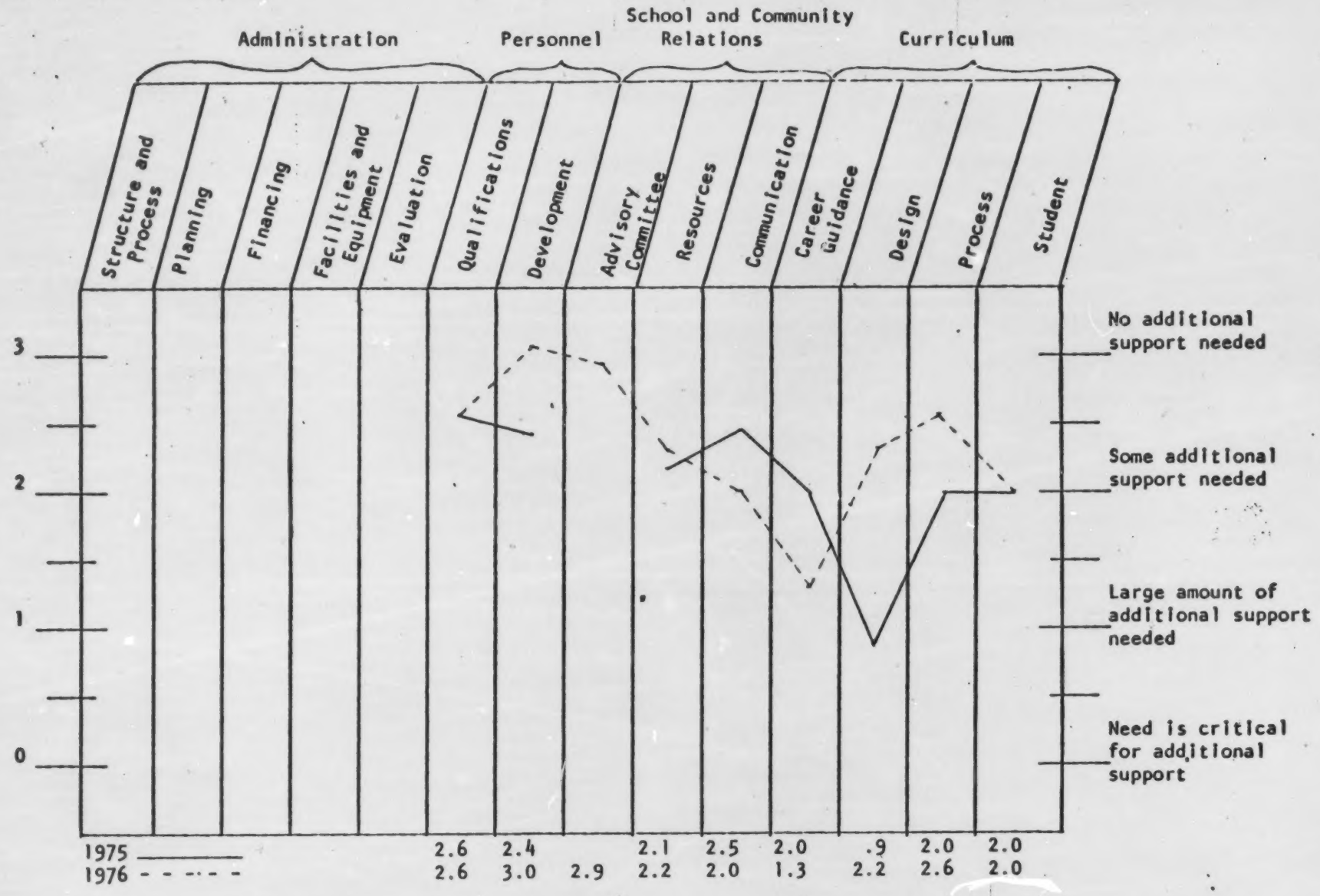
Beaverton School District

McKay



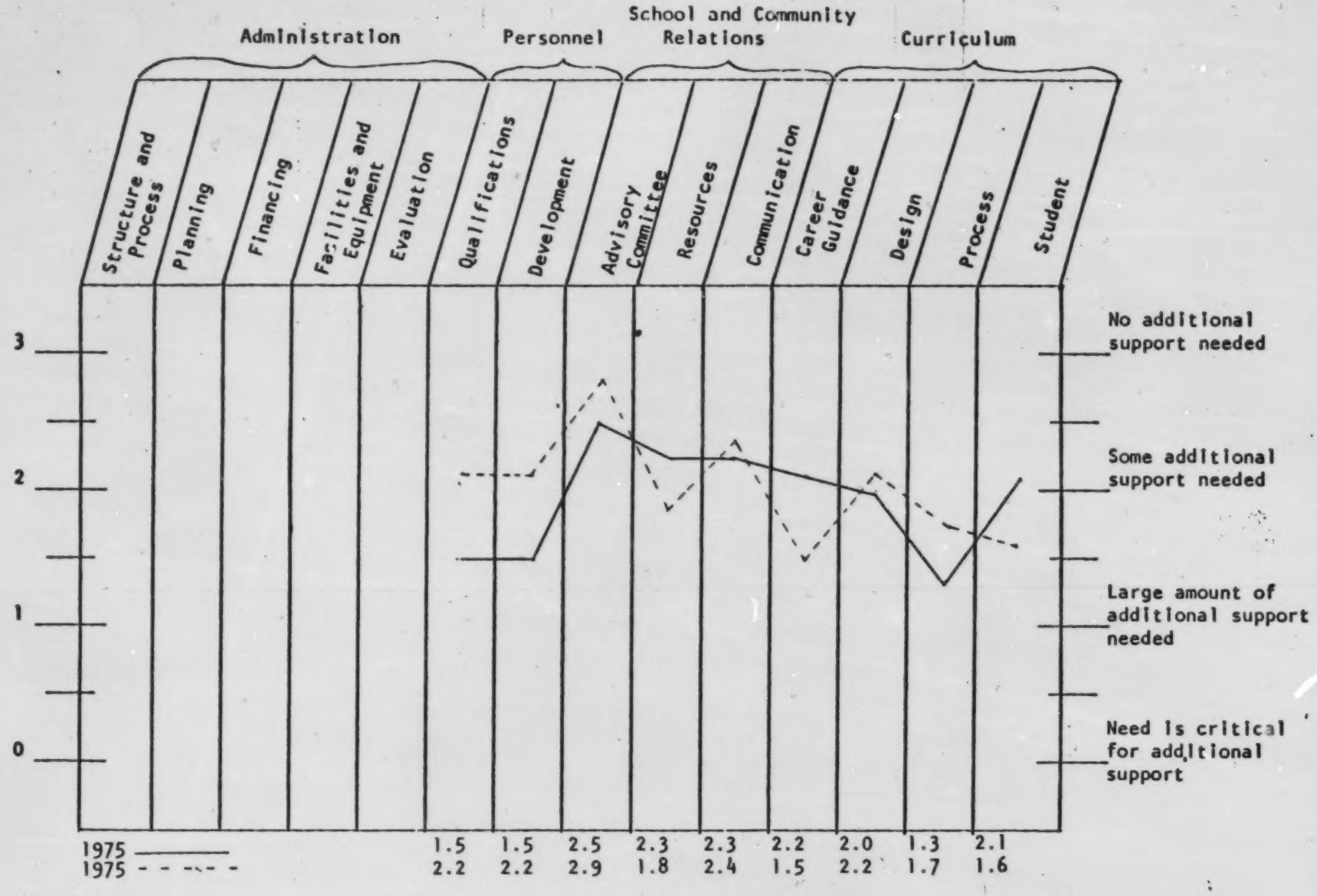
Beaverton School District

Montclair



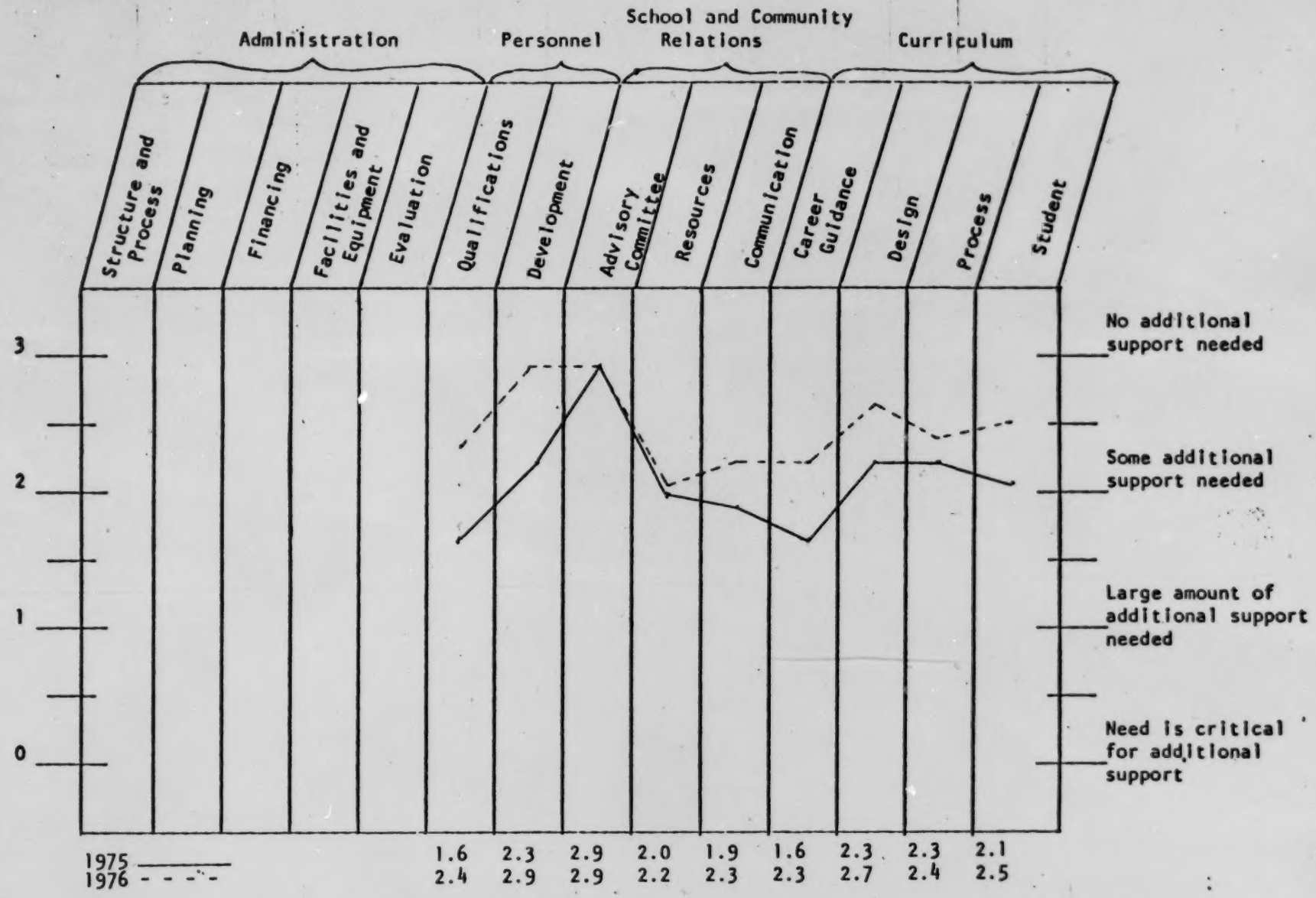
Beaverton School District

Whitford



Beaverton School District

Beaverton High School

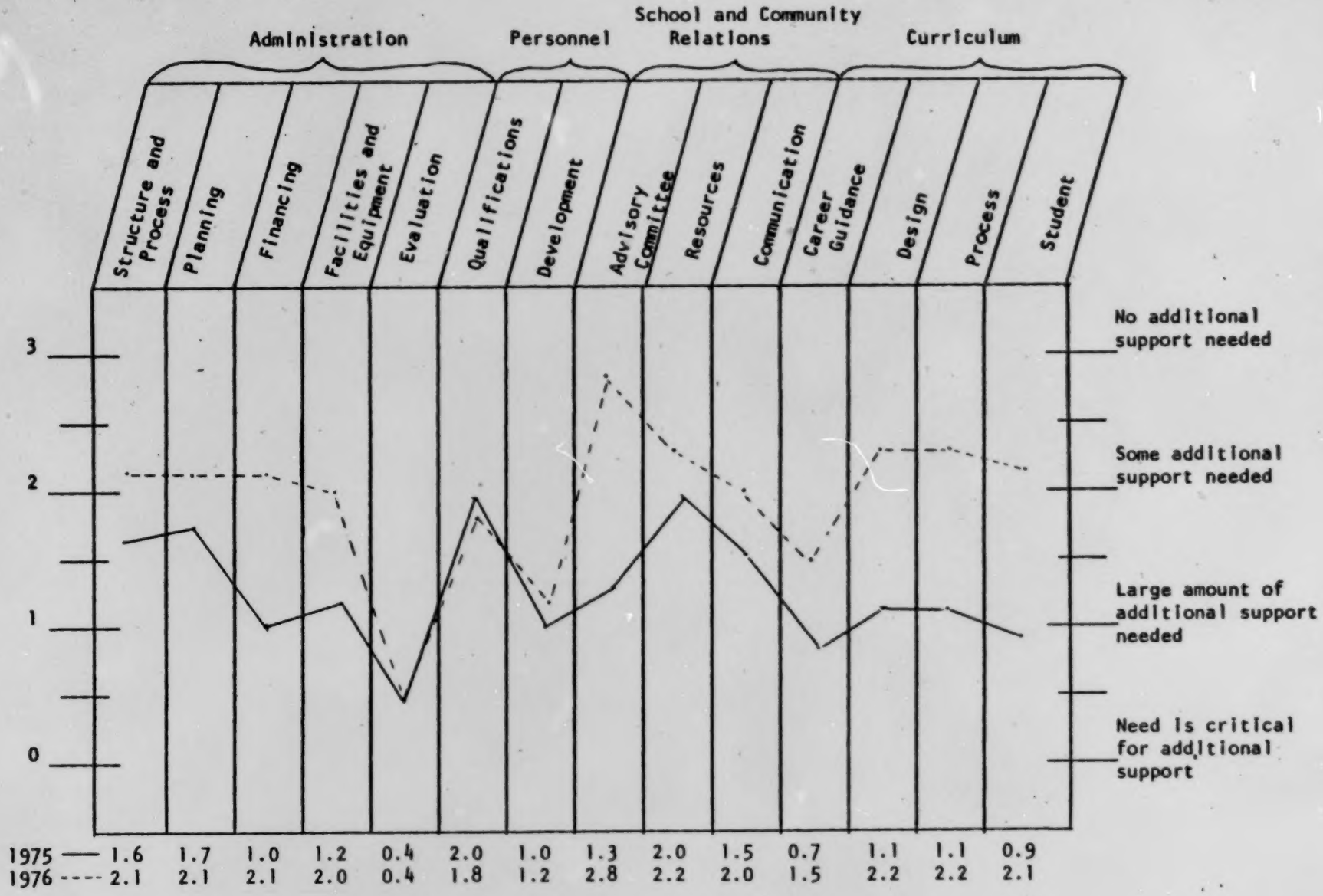


Clatsop County I.E.D.

	Administration						Personnel		School and Community Relations			Curriculum			
	Structure and Process	Planning	Financing	Facilities and Equipment	Evaluation	Qualifications	Development	Advisory Committee	Resources	Communication	Career Guidance	Design	Process	Student	
ASTORIA:															
High School	+0.5	+0.4	+1.1	+0.8	0	-0.2	+0.2	+1.5	+0.2	+0.5	+0.8	+1.1	+1.2	+1.2	Summary Total Growth 21.0 units 35 increments
Astor Elem.	-0.2	-0.1	+0.1	+0.1	0	+1.2	+0.1	+0.4	+0.2	-0.2	+1.1	+0.2	+0.7	-0.1	
Junior High	+0.3	0	+0.9	+1.0	0	+0.8	-0.2	+0.4	+0.8	+0.5	+1.6	+1.0	+1.2	+1.7	
SEASIDE:															
High School	+0.3	0	+0.2	0	+0.1	0	+0.3	+0.3	0	+0.3	+1.2	+0.3	+0.1	0	Summary Total Growth 5.9 units 9.7 increments
Seaside Hts.El.	0	0	0	0	0	0	+0.1	0	+0.2	0	-0.7	+0.5	-0.3	+0.6	
Broadway Elem. (Junior High)	0	0	0	0	0	0	0	0	0	0	+0.3	+0.5	+0.3	+0.3	

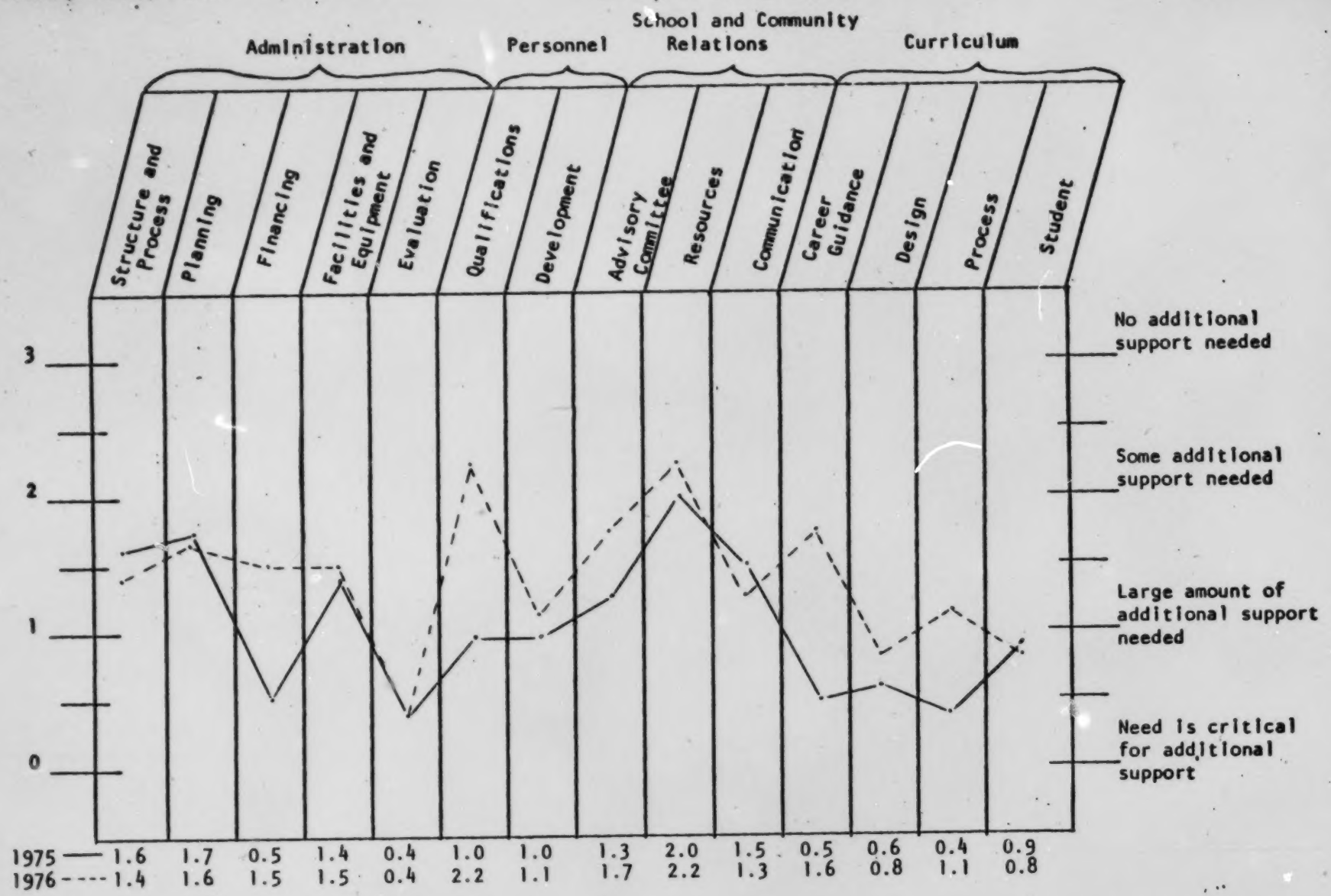
Clatsop County I.E.D.

Astoria:High School

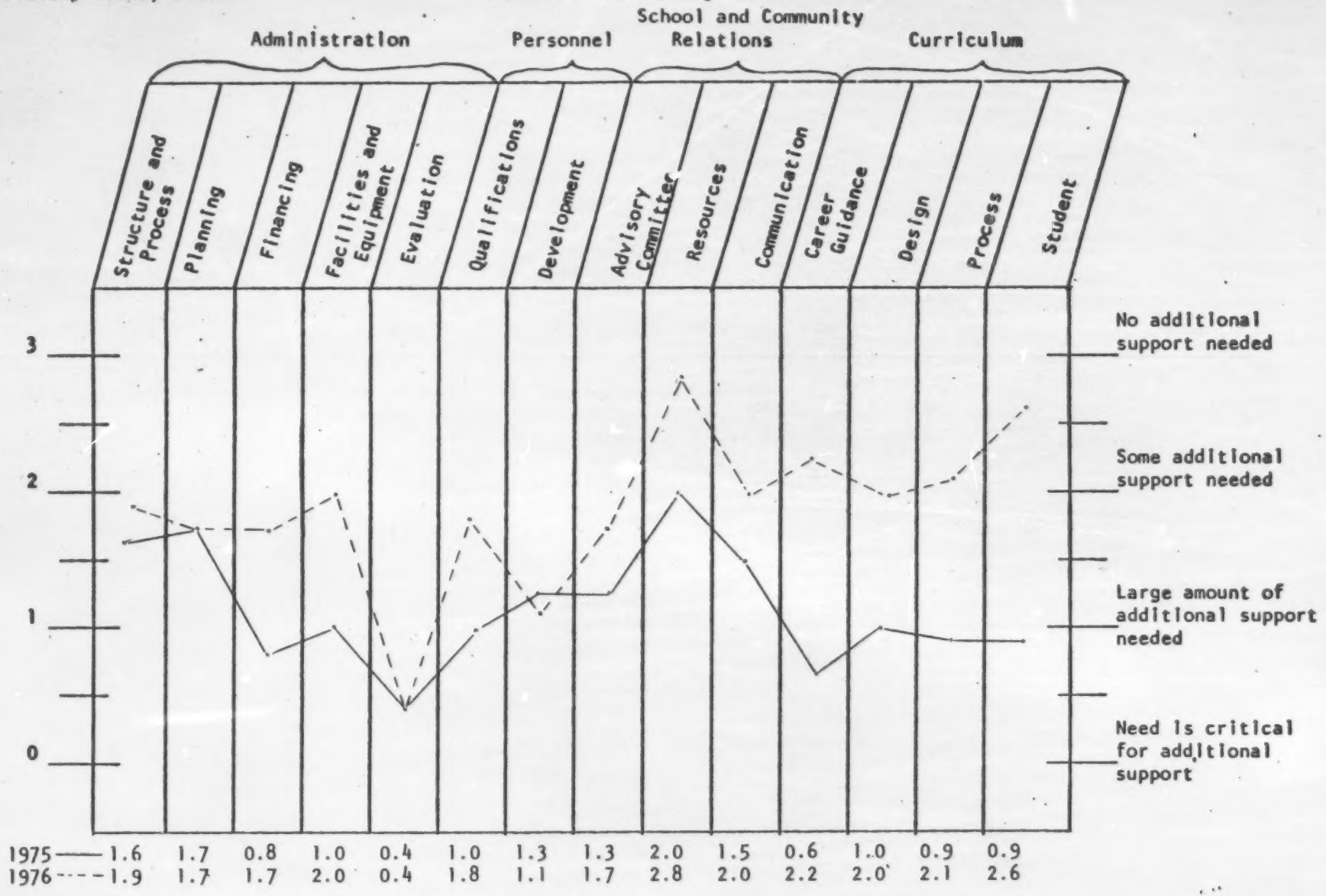


Clatsop County I.E.D

Astoria:Astor Elementary

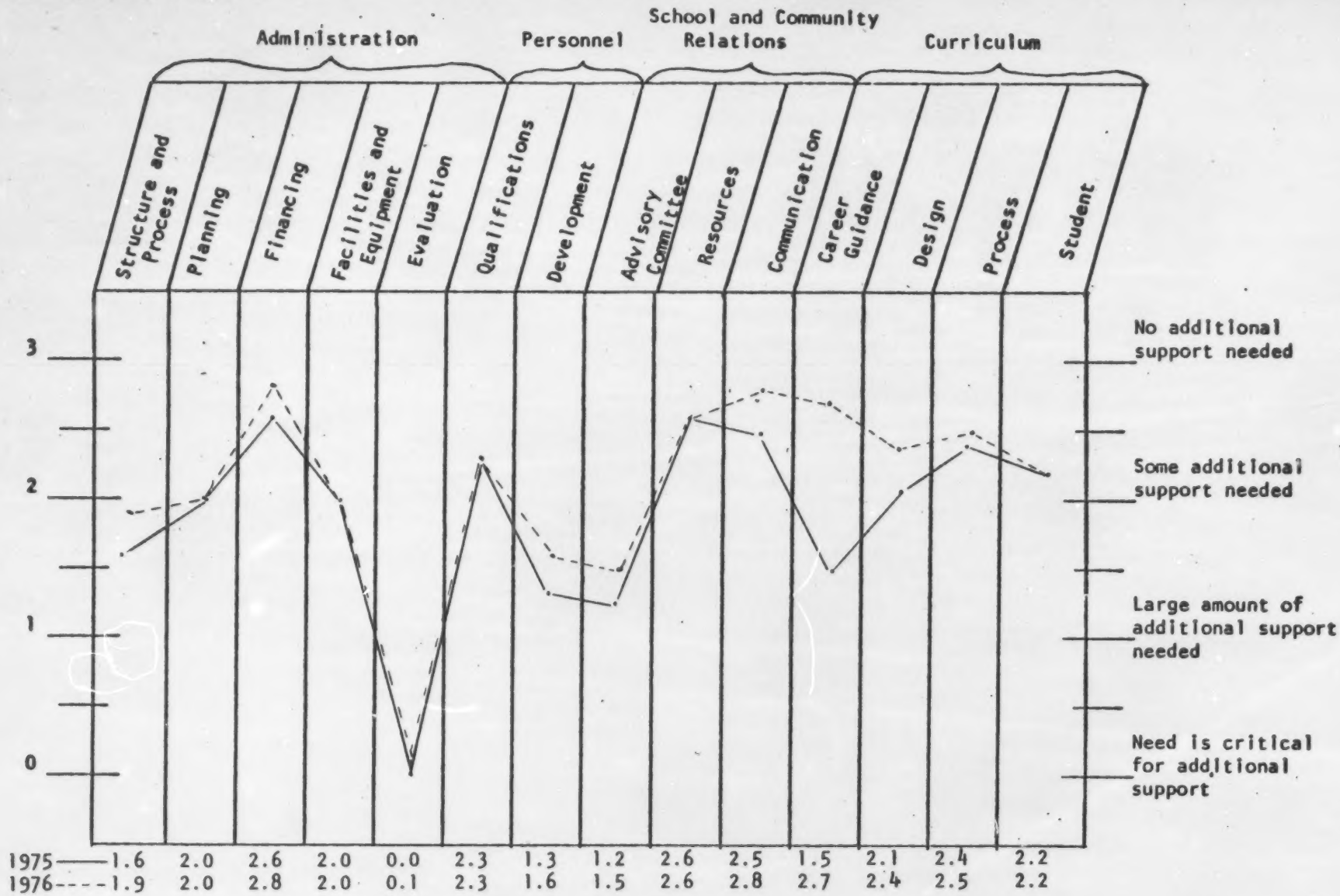


Clatsop County I.E.D. Astoria: Junior High



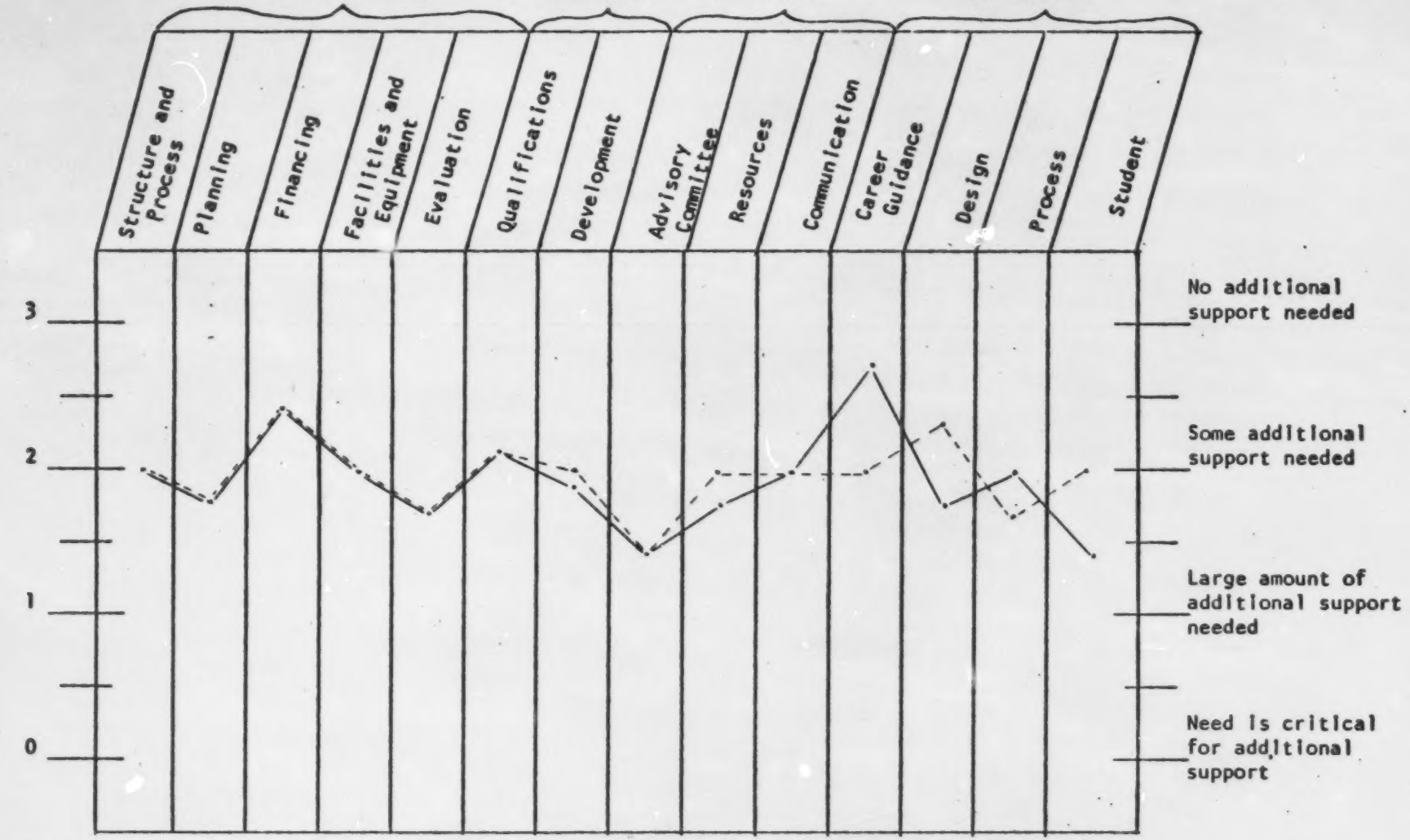
Clatsop County I.E.D.

Seaside: Seaside High School



Clatsop County I.E.D

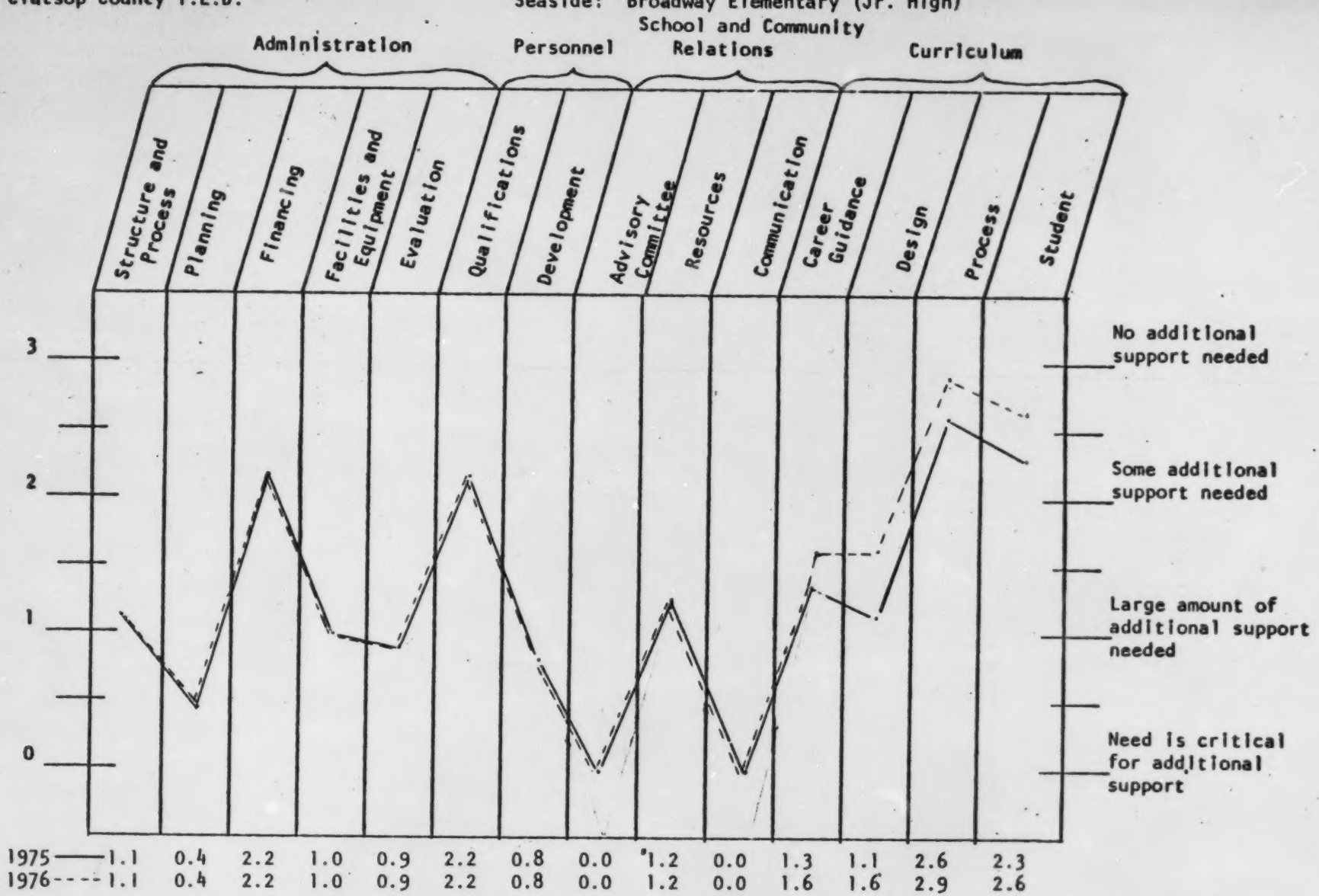
Seaside: Seaside Heights Elementary School and Community



1975 ——	2.0	1.8	2.4	2.0	1.7	2.1	1.9	1.4	1.8	2.0	2.7	1.8	2.0	1.4
1976 ----	2.0	1.8	2.4	2.0	1.7	2.1	2.0	1.4	2.0	2.0	2.0	2.3	1.7	2.0

Clatsop County I.E.D.

Seaside: Broadway Elementary (Jr. High)

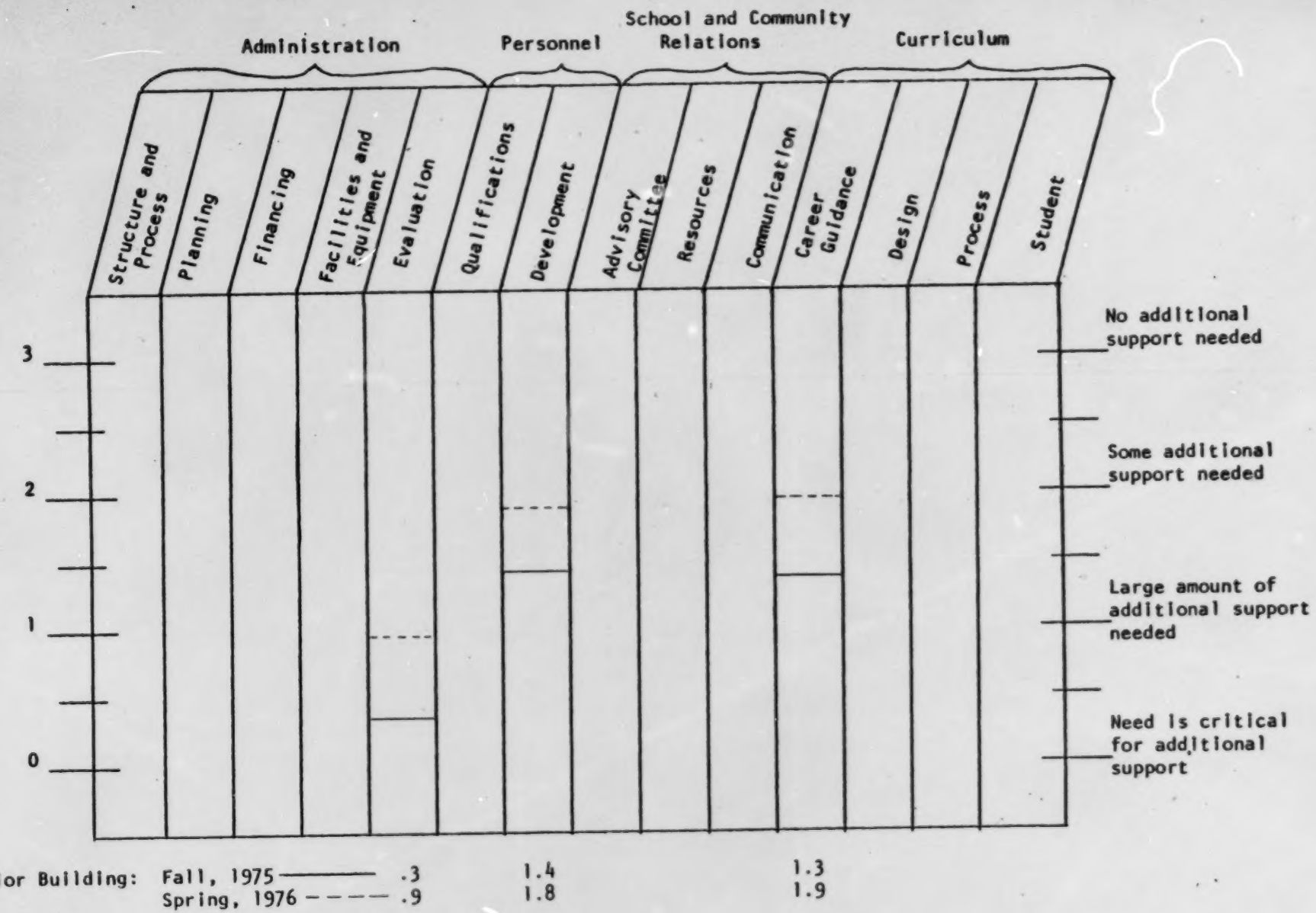


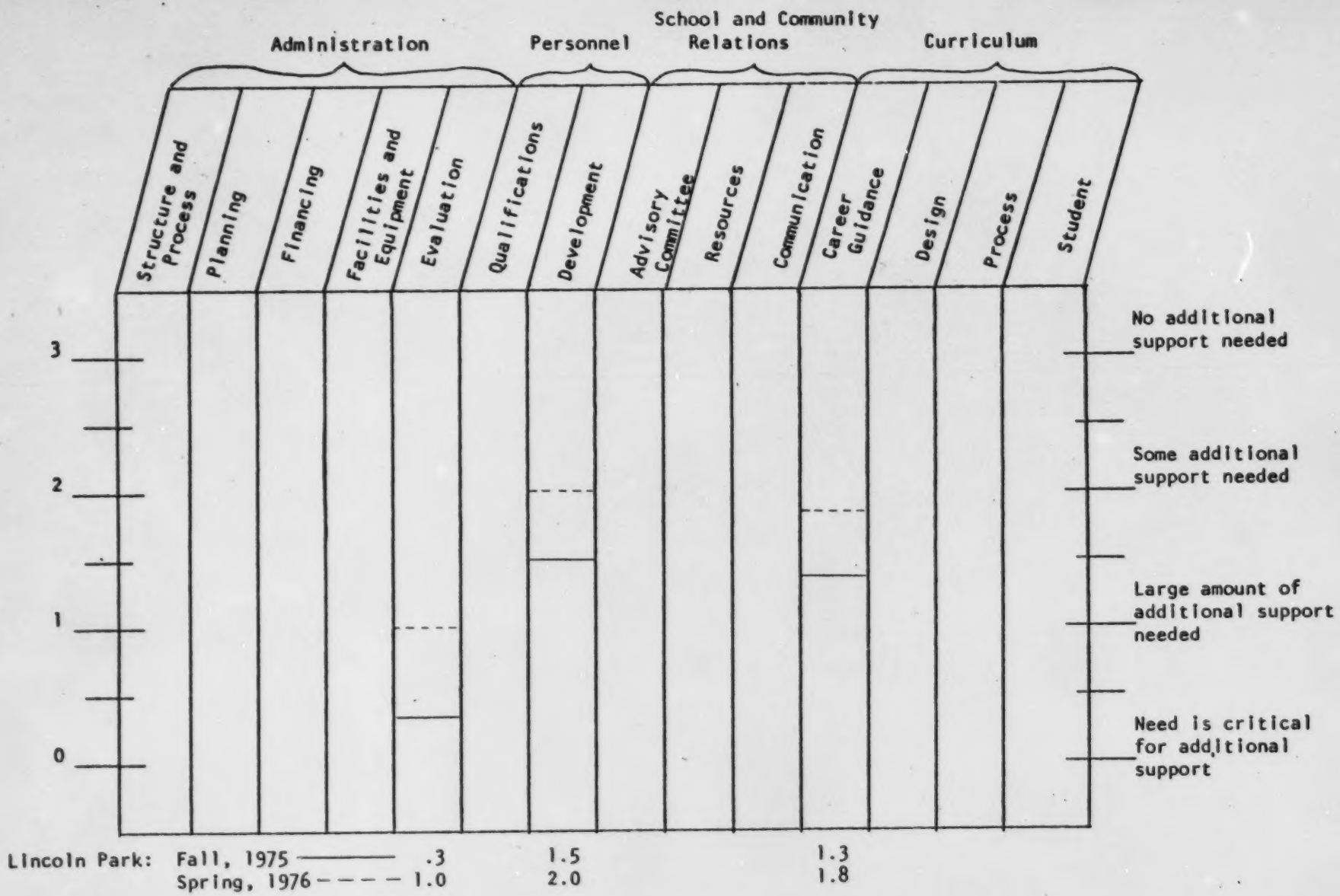
David Douglas School District: Assessment Profile Sheet. Rate of change (+ or -) between 1974-75 and 1975-76

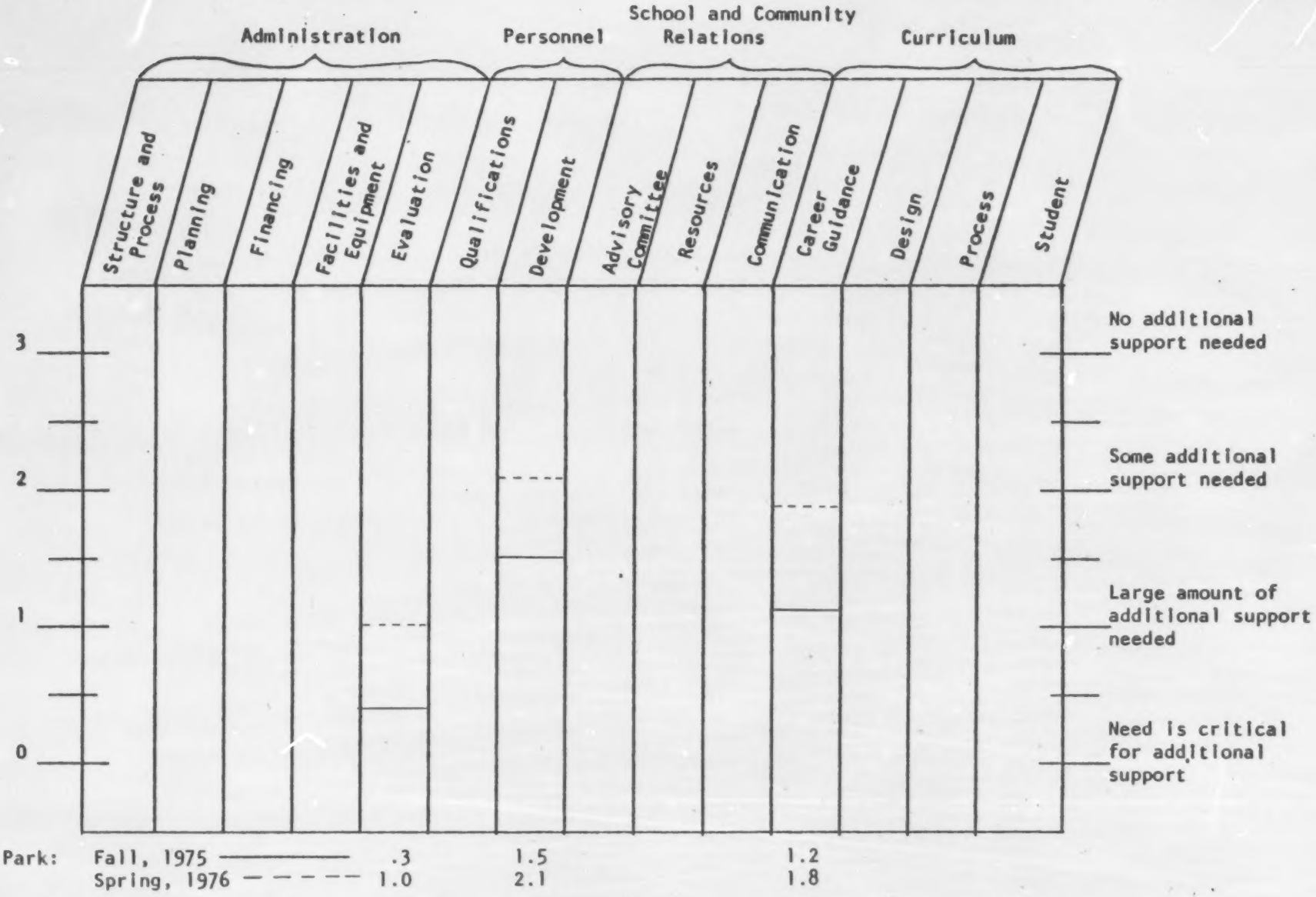
	Administration						Personnel		School and Community Relations			Curriculum			
	Structure and Process	Planning	Financing	Facilities and Equipment	Evaluation	Qualifications	Development	Advisory Committee	Resources	Communication	Career Guidance	Design	Process	Student
High School (Junior Bldg)					1.1+		.4+				1.2+			
High School (Senior Bldg)					.6+		.4+				.6+			
Lincoln Park					.7+		.5+				.5+			
Mill Park					.7+		.6+				.6+			
Gilbert Middle School					.7+		.6+				.7+			

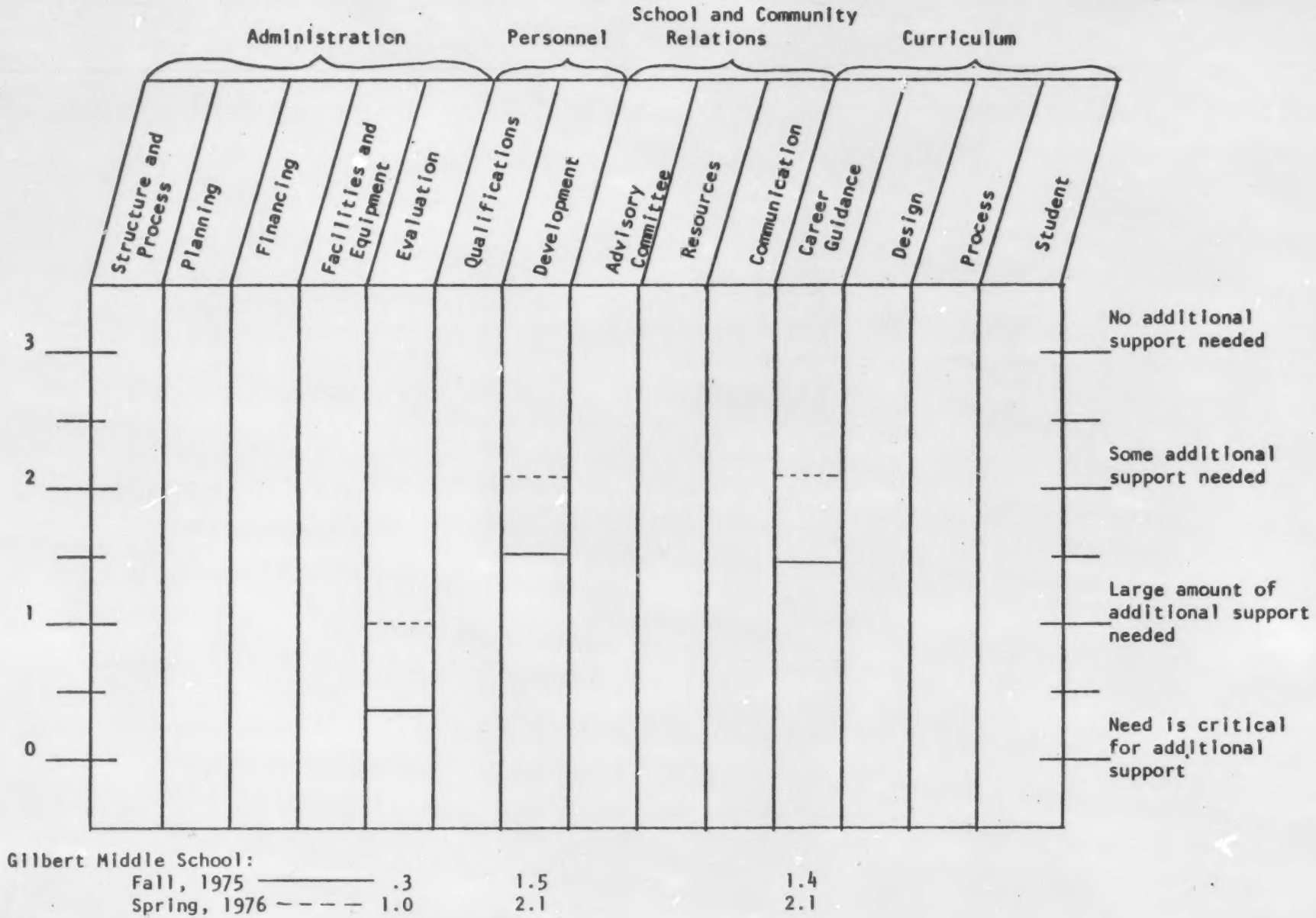
David Douglas elected to assess only those categories in which they were attempting to install an incremental improvement.

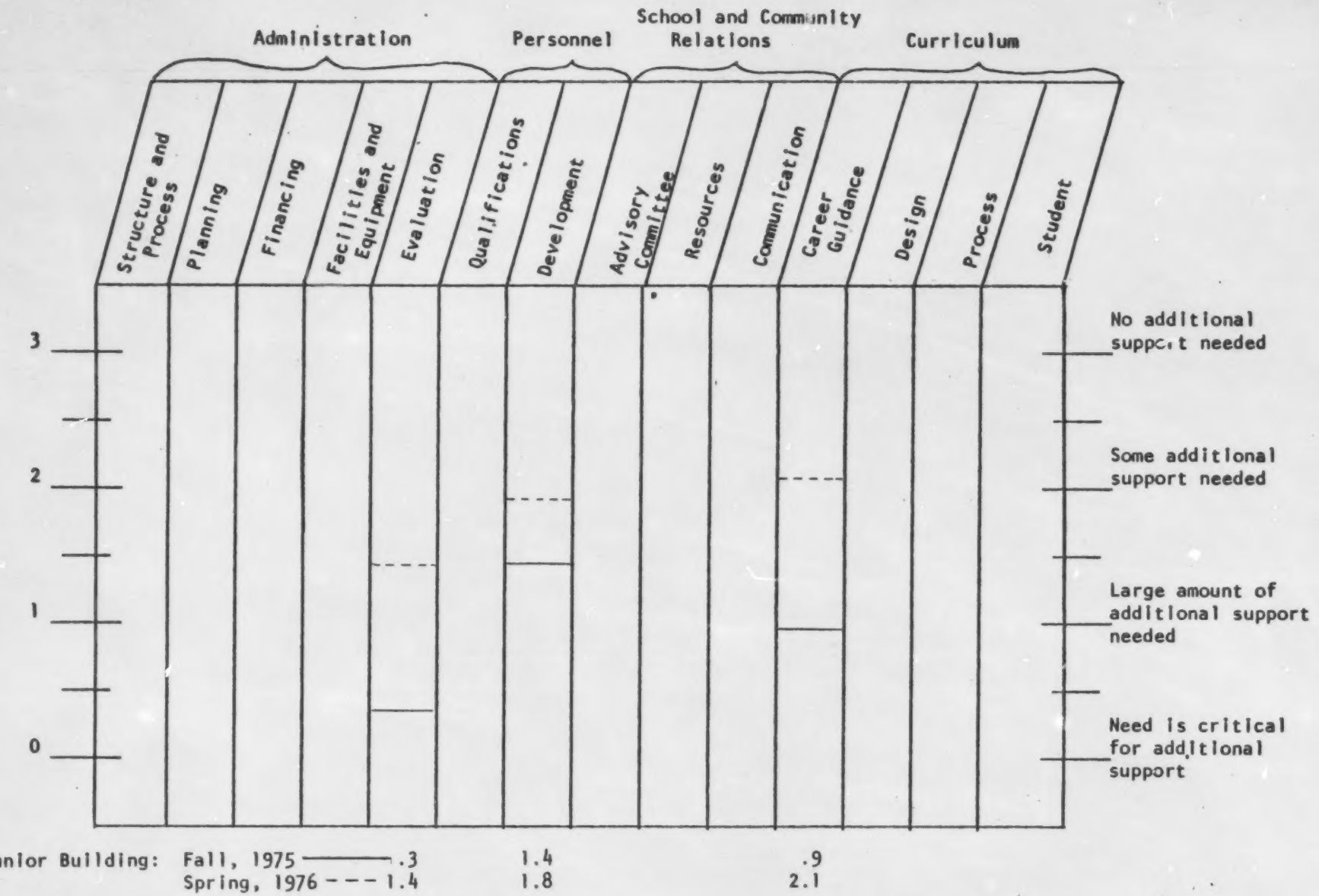
Summary total growth: 9.9 units
16.5 increments


Administration
Personnel
School and Community Relations
Curriculum
Structure and Process
Planning
Financing
Facilities and Equipment
Evaluation
Qualifications
Development
Advisory Committee
Resources
Communication
Career Guidance
Design
Process
Student
3
2
1
0
No additional support needed
Some additional support needed
Large amount of additional support needed
Need is critical for additional support
Senior Building:
Fall, 1975 ——— .3
Spring, 1976 - - - - .9
1.4
1.8
1.3
1.9


Administration
Personnel
School and Community Relations
Curriculum
Structure and Process
Planning
Financing
Facilities and Equipment
Evaluation
Qualifications
Development
Advisory Committee
Resources
Communication
Career Guidance
Design
Process
Student
3
2
1
0
No additional support needed
Some additional support needed
Large amount of additional support needed
Need is critical for additional support
Lincoln Park: Fall, 1975 .3 1.5 1.3
Spring, 1976 1.0 2.0 1.8


Administration
Personnel
School and Community Relations
Curriculum
Structure and Process
Planning
Financing
Facilities and Equipment
Evaluation
Qualifications
Development
Advisory Committee
Resources
Communication
Career Guidance
Design
Process
Student
3
2
1
0
No additional support needed
Some additional support needed
Large amount of additional support needed
Need is critical for additional support
Mill Park:
Fall, 1975 .3 1.5 1.2
Spring, 1976 1.0 2.1 1.8


Administration
Personnel
School and Community Relations
Curriculum
Structure and Process
Planning
Financing
Facilities and Equipment
Evaluation
Qualifications
Development
Advisory Committee
Resources
Communication
Career Guidance
Design
Process
Student
3
2
1
0
No additional support needed
Some additional support needed
Large amount of additional support needed
Need is critical for additional support
Gilbert Middle School:
Fall, 1975 ——— .3 1.5 1.4
Spring, 1976 - - - - 1.0 2.1 2.1


Administration
Personnel
School and Community Relations
Curriculum
Structure and Process
Planning
Financing
Facilities and Equipment
Evaluation
Qualifications
Development
Advisory Committee
Resources
Communication
Career Guidance
Design
Process
Student
3
2
1
0
No additional support needed
Some additional support needed
Large amount of additional support needed
Need is critical for additional support
Junior Building: Fall, 1975 .3 1.4 .9
Spring, 1976 1.4 1.8 2.1

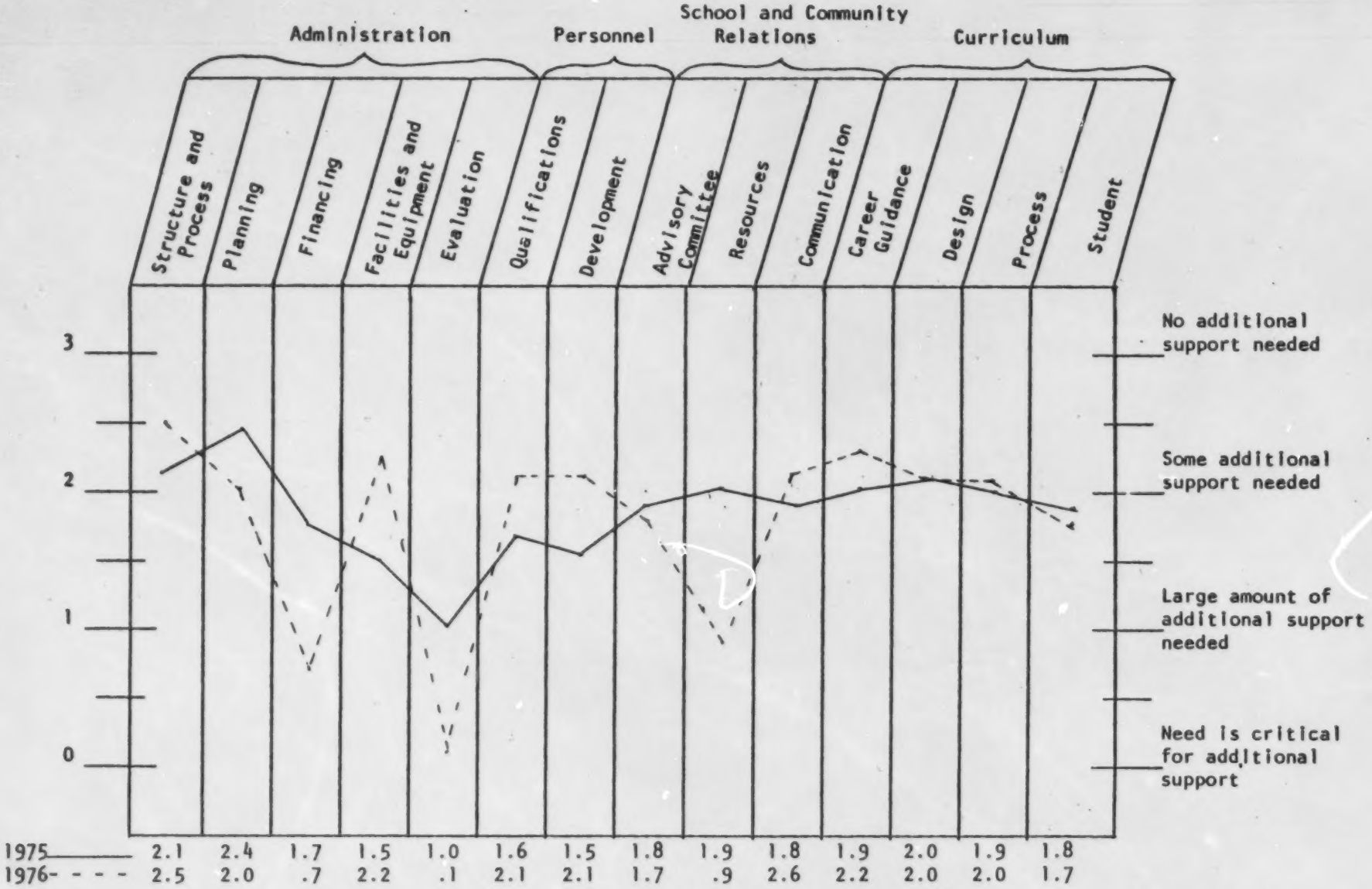
Portland School District: Assessment Profile Sheet. Rate of change (+ or -) between 1974-75 and 1975-76

	Administration						Personnel		School and Community Relations			Curriculum				
	Structure and Process	Planning	Financing	Facilities and Equipment	Evaluation	Qualifications	Development	Advisory Committee	Resources	Communication	Career Guidance	Design	Process	Student	
Lewis	.1+	.6+	.6+	1.2+	.8+	.2+	.6+	.4-	.8+	0	1.0+	1.3+	1.4+	.3-	Awareness
											+ .47	+ .58	.2+	.6+	Exploration
Dunlway	.2+	.1-	.2-	.3-	1.5+	.1+	.5+	.4+	.1+	.1+	+ .95	.4+	.2-	.65+	Awareness
Sellwood Md.	.4+	.4-	1.0-	1.3+	.9-	.5+	.6+	.1-	1.0-	.3+	.3+	0	.1+	.1-	Exploration
Cleveland	.1+	.1+	1.2-	.5-	.8+	.5+	.4+	.3+	.7-	.6+	.4+	.2+	1.0+	.1+	Cluster
											.1-	.3-	.2+	.1-	

Summary Total Growth: 16.0 units
26.7 increments

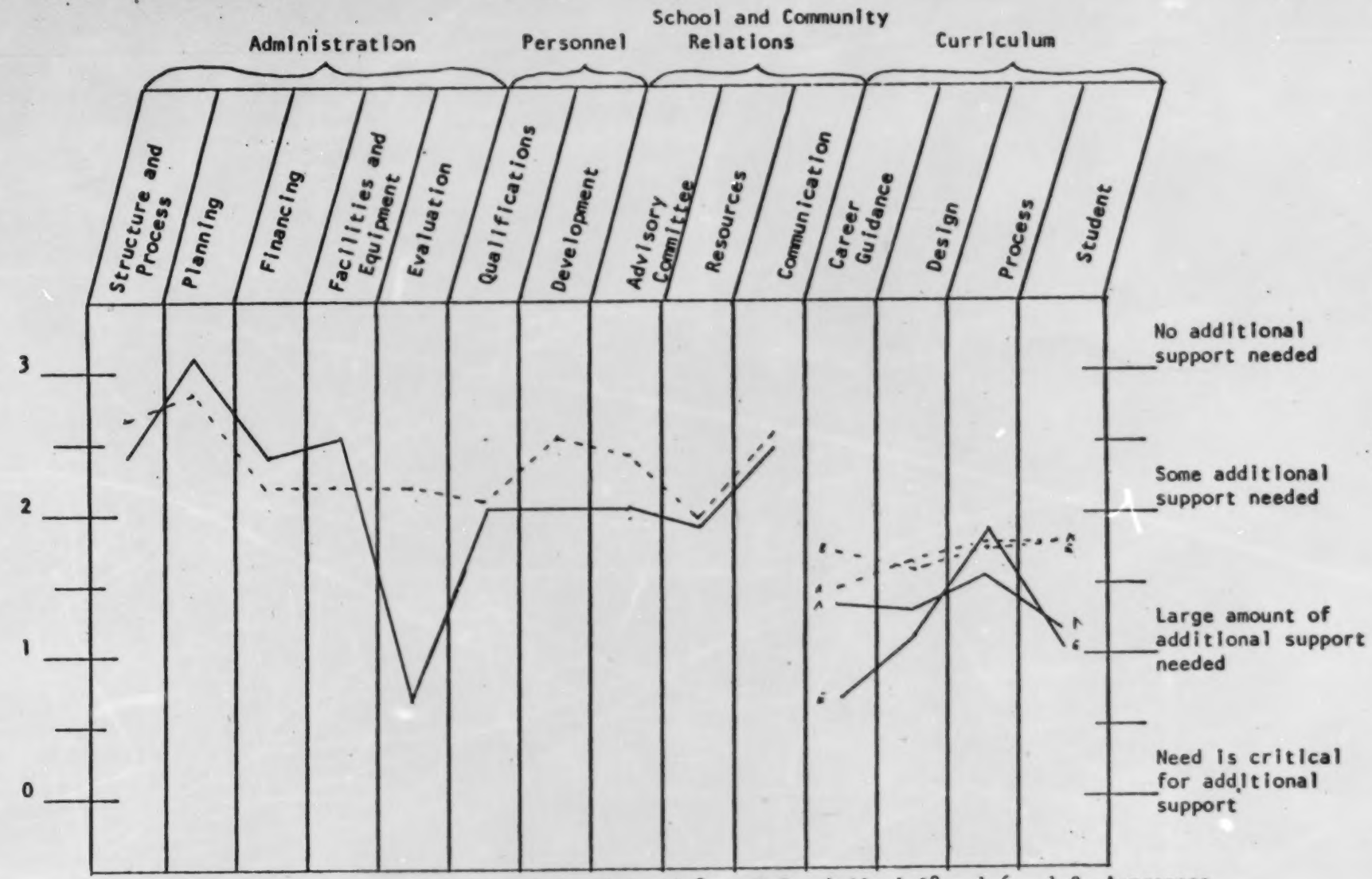
Portland School District

Sellwood Middle School



Portland School District

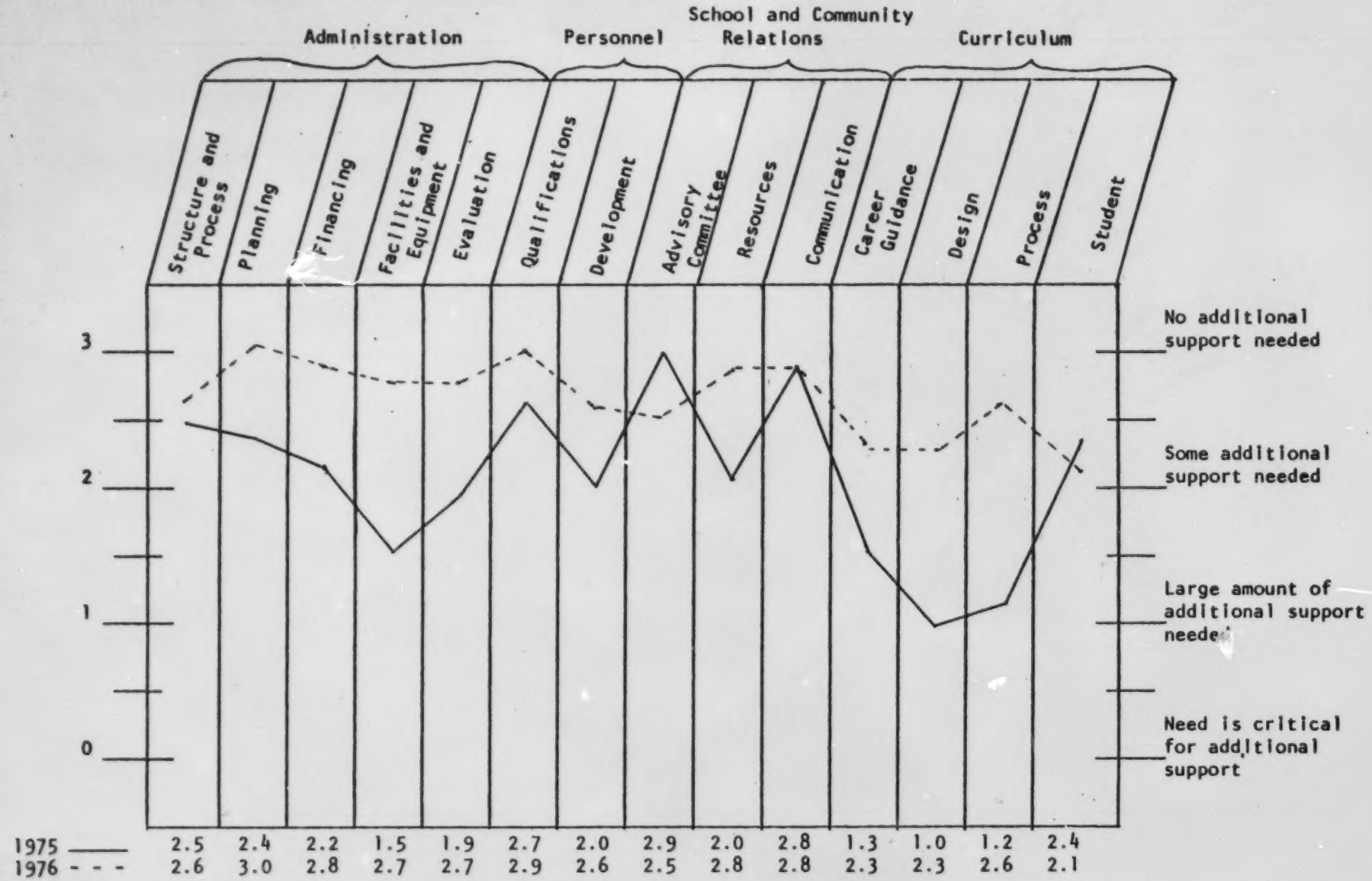
Dunlway Elementary School



1975 ———	2.4	3.1	2.4	2.5	.7	2.0	2.0	2.0	1.8	2.5	1.03	1.28	1.6	1.2	Awareness
											.75	1.2	1.9	1.15	Exploration
1976 - - - - -	2.6	2.8	2.2	2.2	2.2	2.1	2.5	2.4	1.9	2.6	1.5	1.7	1.8	1.8	Awareness
											1.7	1.6	1.7	1.8	Exploration

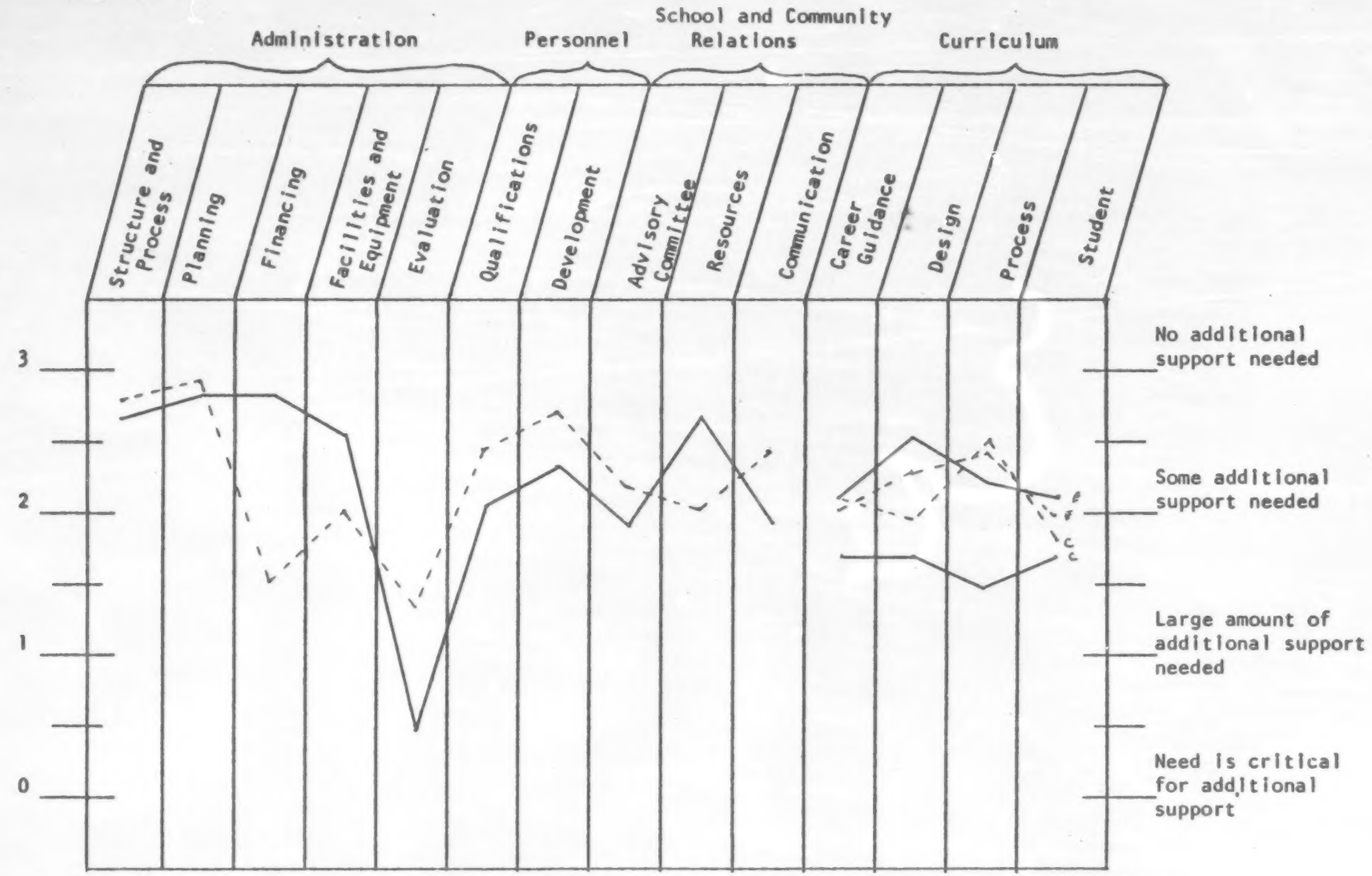
Portland School District

Lewis Elementary School



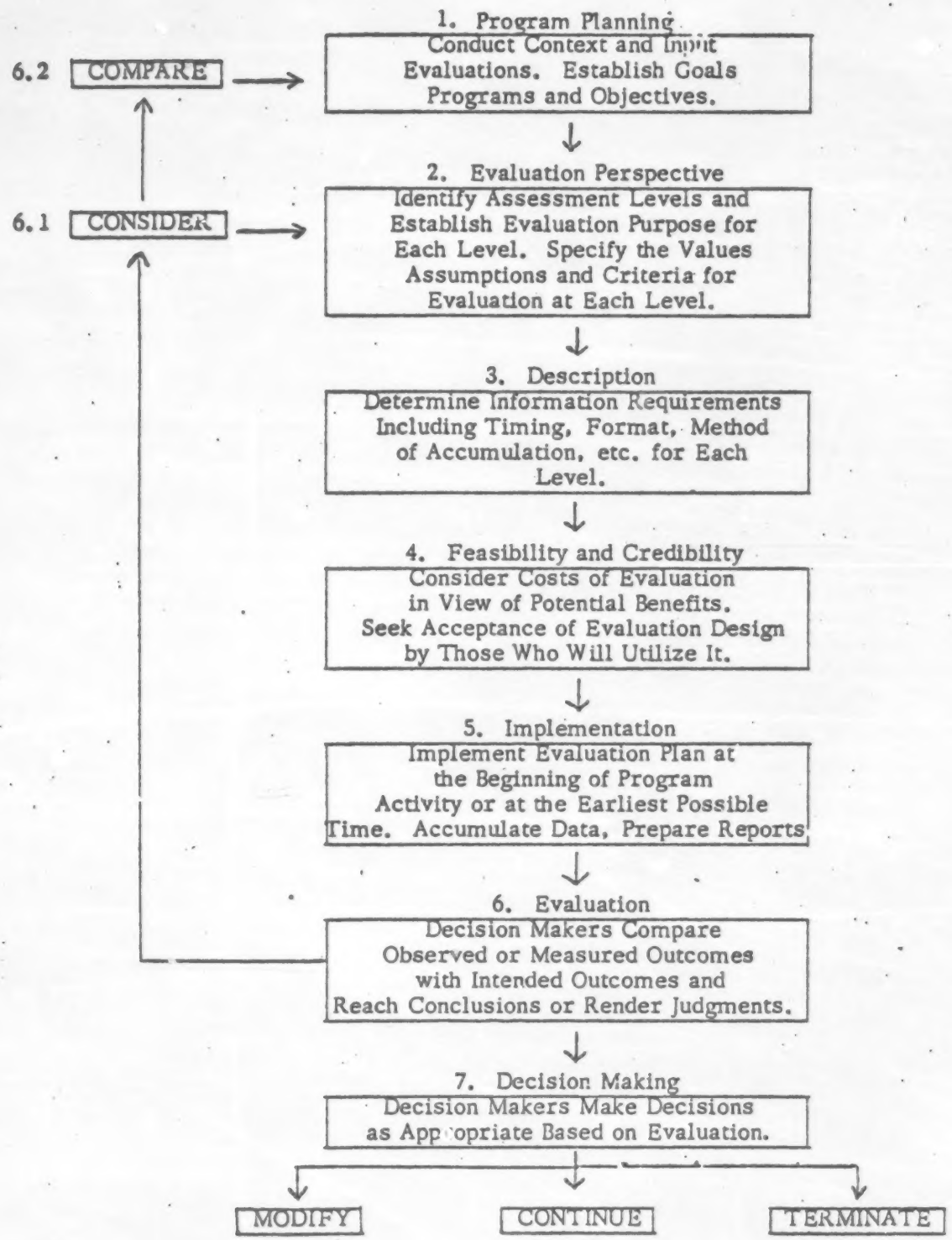
Portland School District

Cleveland High School



1975 ———	2.6	2.7	2.7	2.5	0.5	2.0	2.3	1.9	2.7	1.9	1.7	1.7	1.5	1.7	Cluster
											2.1	2.6	2.2	2.1	Exploration
1976 - - -	2.7	2.8	1.5	2.0	1.3	2.5	2.7	2.2	2.0	2.5	2.1	1.9	2.5	1.8	Cluster
											2.0	2.3	2.4	2.0	Exploration

A BASIC EVALUATION OUTLINE


1. Program Planning
Conduct Context and Input Evaluations. Establish Goals Programs and Objectives.
6.2 COMPARE
2. Evaluation Perspective
Identify Assessment Levels and Establish Evaluation Purpose for Each Level. Specify the Values Assumptions and Criteria for Evaluation at Each Level.
6.1 CONSIDER
3. Description
Determine Information Requirements Including Timing, Format, Method of Accumulation, etc. for Each Level.
4. Feasibility and Credibility
Consider Costs of Evaluation in View of Potential Benefits. Seek Acceptance of Evaluation Design by Those Who Will Utilize It.
5. Implementation
Implement Evaluation Plan at the Beginning of Program Activity or at the Earliest Possible Time. Accumulate Data, Prepare Reports
6. Evaluation
Decision Makers Compare Observed or Measured Outcomes with Intended Outcomes and Reach Conclusions or Render Judgments.
7. Decision Making
Decision Makers Make Decisions as Appropriate Based on Evaluation.
MODIFY
CONTINUE
TERMINATE

SUMMARY OF DISTRICT OPERATIONS PLANS

PORTLAND SCHOOL DISTRICT

I School participants:

Five schools of the 116 schools in the Portland School District were included in the Portland District's participation in the Oregon Consortium, including: Cleveland High School, enrollment 1581 students, grades 9-12; Lewis Elementary School, enrollment 402, grades Kindergarten through 6; Duniway Elementary School, 580 students, grades K through 8, including some students grades 7 and 8 from Lewis School and 33 bussed students (30 black); and Sellwood Middle School, 504 students, grades 7-8.

II Objectives:

Portland's plan of operation for Phase I included participation of the four schools to varying degrees in eight objectives of the Consortium:

A. To raise the incremental levels of career education programs.

B. Develop a detailed plan of operation and method of assessment.

C. Develop a uniform format and guidelines for a tentative transportable model.

D. Develop a tentative transportable model for a one-level incremental increase in one category (Portland chose communications, Category IIIC, School and Community Relations).

E. Document the processes and procedures used in each of its category levels of development.

F. Revise criteria for assessing the status of program development in each program category and test them in at least one participating school.

G. Prepare plan for field-testing and use of revised criteria in all participating schools in Portland and other districts.

H. Conduct ongoing exchange of products within the consortium.

Appendix H

To accomplish the above, the Portland District chose to focus on several specific areas of career education, and to raise its incremental levels of achievement in them.

III Activities

A. Curriculum process: All four schools to concentrate on objectives II A-D (see above in varying degree to develop their curriculum process (Curriculum assessment category IV C). To accomplish this, they would:

1. Assess schools to determine interdisciplinary career program needs in grades Kindergarten through 12.
2. Plan and develop K-12 outlines to meet the interdisciplinary instructional program needs.
3. Design K-12 interdisciplinary awareness inservice programs to meet instructional program goals in consortium schools.
4. Provide students with opportunities in grades 1-10 to discover their personal program potentials.

In all four of the above, the participating Portland schools were to raise their assessment levels as follows: Cleveland 2.0-3.0; Lewis 1.2 to 1.8; Duniway 1.7 to 2.3; and Sellwood 1.9 to 2.5.

5. Infuse career exploratory concepts into existing subject areas.
6. Arrange career exploration experiences resulting from student interest surveys.

In above two activities, three schools, Cleveland, Duniway and Sellwood were to raise their levels 1.5 - 2.1.

B. Career guidance: All four schools were to concentrate on objectives II A-E (see above) in the area of career guidance (curriculum Assessment Category IV A) to assist students with education and career guidance. Incremental levels to be raised: Cleveland 1.9 to 2.5; Duniway 1.2-2.38; Lewis 1.3-1.9; and Sellwood 1.9-2.5.

C. Facilities and Equipment: (Administration Assessment Category ID) All four schools to participate in objectives II A-D (see above) to varying degrees:

C. (cont.)

1. Clusters: Cleveland High School was to improve and expand its cluster programs in marketing, electronics, metals, and office occupations, raising its levels from 2.5 to 2.9.
2. Career education facilities: Lewis, Duniway and Sellwood to expand and/or remodel facilities. Level increases: Sellwood 1.7-2.7; Lewis 1.5-1.9; and Duniway 2.5-2.9.

D. Curriculum Design: (Curriculum Assessment Category IV B) Three schools to participate in objectives II A-E to expand work experience education exploration programs for grades 7-10 at Cleveland, Duniway and Sellwood. All schools to develop plans, submit to State Department of Education for funding, and implement after funding. Level increases: Cleveland 1.8-2.1; Duniway 1.24-1.54; and Sellwood 2.0-2.3.

E. Evaluation: (Administration Assessment Category IE) All four schools to participate in objectives II A,B and F (see above) in the area of evaluation (IE) in order to:

1. Prepare an evaluation design appropriate to the consortium project.
2. Develop a method to identify student ach evement resulting from the career education instruction program.
3. Establish an evaluation system for career education experiences and student outcomes.

   Level increases: Cleveland .5-1.1; Lewis 1.9-2.5; Duniway .7-1.3; and Sellwood 1.0-1.6.

F. Communications: (School and Community Relations Assessment Category IIIC) All four schools to participate in objectives II A,B and H (see above) in the area of communications in order to:

1. Plan for dissemination of field-tested elements of a career education model in communications.
2. Recruit task force to review components to be disseminated, and plan techniques for dissemination of developed materials, i.e. mini-conferences.

F. (cont.)

3. Disseminate materials to participating schools.

Level increases: Cleveland 1.9-2.5; Lewis 2.8-3.4, Duniway 2.5-3.1; and Sellwood 1.8-2.4.

G. The actual growth measured at the end of the 1975-76 school year is charted in Appendix F.

DAVID DOUGLAS SCHOOL DISTRICT

I School participants:

Four schools of the 14 schools in the David Douglas School District, on the eastern borders of the Portland metropolitan area, participated in the Oregon Consortium, including: David Douglas Senior High School (Senior building) enrollment 1148 students, grades 11-12; David Douglas High School (Junior building) 1309 students, grades 9-10; Gilbert Middle School, 410 students, grades 7-8; Lincoln Elementary School, 469 students, grades K-6.

II Objectives:

The David Douglas plan of operation for Phase I included participation of the five buildings to varying degrees in eight of the Consortium objectives:

A. To raise incremental levels of career education programs.

B. Develop a detailed plan of operation and method of assessment.

C. Develop a tentative transportable model for a one-level incremental increase in one category, (David Douglas chose Career Guidance, Curriculum Category IV A).

D. Document the processes and procedures used in each of its category levels of development.

E. Conduct ongoing exchange of products within the consortium.

F. Periodically distribute selected products in draft form to all districts in the state.

II (cont.)

G. Distribute tentative models of processes and procedures for incremental program development and revised program assessment criteria to state directors of education and the U.S. Office of Education.

H. Establish procedure for assessing the effectiveness of the dissemination system.

III Activities

A. All schools to participate in varying degrees in the following:

1. Prepare to participate in the Incremental Exemplary Education Consortium for Oregon.
2. Involve counseling staff in writing overall district career guidance plan for use in the 14 David Douglas schools.
3. Develop individual building career guidance plans consistent with district and state requirements.
4. Write an overall career guidance plan for use in any Oregon school district.
5. Present description of David Douglas career guidance programs to other schools for their possible use.

B. Career Guidance: All schools to concentrate on Objective II-A (see above) in the area of Career Guidance (Curriculum Assessment Category IV-A), to include all activities A 1-4 (see above). Levels to be raised 1.0 to 1.6 average.

C. Evaluation: All schools to concentrate on Objective II-B (see above) in the area of Evaluation (Administrative Assessment Category I-E) to include Activity III-A-1 (see above). Levels to be raised .29 to .89 average.

D. Development: All schools to concentrate on Development (Personnel Assessment Category II-B), focusing on the following objectives:

1. Objective II-C (see above) to meet for input with representatives of other school districts.
2. Objective II-D (see above) to write up plan in a form easily usable by other districts.

D. (cont.)

3. Objective II-E (see above) to meet for input with representatives of other school districts.
4. Objective II-F (see above) to write up plan in form easily usable by other districts.
5. Objective II-G (see above) to obtain approval by the Oregon State Department of Education.
6. Objective II-H (see above) to evaluate the written plan to determine if other districts are aware of it, plan to use it, and if the career guidance plan has been integrated into plans adopted by at least five other districts.

Levels of all of above to be raised 1.45 to 2.1.

E. The actual growth measured at the end of the 1975-76 school year is charted in Appendix F.

BEAVERTON SCHOOL DISTRICT

I School participants:

Five schools of the 38 schools in Beaverton School District, in the suburban area of Washington County just west of Portland, participated in the Oregon Consortium, including: Beaverton High School, enrollment 1739 students, grades 10-12; Whitford Junior High (intermediate) School, 974 students, grades 7-9; McKay Elementary, 360 students, grades 1-6; Montclair Elementary, 200 students, grades 1-6; and Garden Home Elementary, 356 students, grades 1-6.

II Objectives:

The Beaverton plan of operation for Phase I included participation of the five schools to varying degrees in seven of the Consortium objectives:

A. To raise incremental levels of career education programs.

B. Develop a detailed plan of operation and method of assessment.

C. Develop a model for a one-level incremental increase in one category (Beaverton chose Staff Development and Professional Growth-Personnel Category II-B).

D. Document the processes and procedures used in each of the category levels of development.

E. Develop revised sets of criteria for assessing status of program development in each program category and test them in at least one participating school.

F. Prepare plan for field testing and use of the revised criteria in participating schools and in other schools in the districts participating in the consortium.

G. Conduct ongoing exchange of products within the consortium.

III Activities:

A. Whitford Junior High and Garden Home, Montclair and McKay elementary schools to concentrate on Objective II-A (see above):

1. Focusing on Advisory Committees (School and Community Relations Category III-A) to include organizing advisory committees for awareness and exploration areas of career education. Level increases 2-5 at Garden Home, Montclair and McKay, and at Whitford Junior High.

2. Resources at Whitford Junior High and Beaverton High (School and Community Relations Category III-B). Increase the use of community resources at least 30 percent at intermediate and high school levels, including staff survey to determine present level of community resource use.

3. Acquaint staff with community resources at disposal, i.e. IPAR, Beaverton Chamber of Commerce, parent files; assist staff in locating community resources.

Level increase: 1-3 at both schools.

A. (cont.)

4. Process emphasis (Curriculum Category IV-C) at Whitford and Beaverton H.S. to increase frequency of exposure of students to career education activities at intermediate and high school levels.

   Level increase: 1-3 at both schools.

B. Evaluation: All five schools to concentrate on Objective II-E (see above) focusing on Evaluation (Administrative Category I-E) to:

   1. Identify commercially-available evaluation instruments.
   2. Review and revise locally-produced evaluation instruments.
   3. Administer a minimum of three different evaluation instruments to students in the five project schools.

      Level increases: 1-5 at all five schools.

C. Development: Three elementary schools to concentrate on Objective II-A (see above) concentrating on Development (Personnel Category II-B) to coordinate career program development at the awareness, exploration, and preparation levels, including:

   1. Release teachers for conducted visits to district schools.
   2. Review and correlate district's elementary and secondary career education goals.
   3. Correlate course objectives for career education goals in sixth grade social studies, and junior and senior high social studies and math.
   4. Workshop to identify classroom activies appropriate to each level.
   5. Develop plans to ensure that career education competencies will be met at all levels.

      Level increases: 1-3 at Garden Home, Montclair and McKay.

   6. Whitford Junior High and Beaverton H.S. to concentrate on Development (Personnel Category II-B) on Objective II-A (see above) in order to: familiarize more teachers with concept development, program methodology, and instructional techniques; and:

6 (cont.)

a. Assess staff's present training.

b. Plan specific workshops and released time activities.

c. Conduct in-service training in above areas.

Level increases: 1-3 in both schools.

The three elementary schools to concentrate on Objective II-C (see above) concentrating on Development (Personnel Category II-B) to develop a model for a one-level increase in the category of Staff Development and Professional Growth.

Level increases: 1-3 at all three schools.

The three elementary schools to concentrate on Objective II-D (see above) concentrating on Development (Personnel Category II-B) to increase the use of teaching resources in the career awareness program through use of a career awareness resources materials catalog, sending selected staff to the OCCVA conference on career guidance, and placing two staff members in cadre training on career guidance.

Level increases: Garden Home 1-3; Montclair 1-3; and McKay 2-3.

All five schools to concentrate on Objective II A-D (see above) in the area of development (Personnel category II-B) in clarifying staff understanding of problems of sex stereotyping, through a one-day worksyop on stereotyping, and in-building staff meetings with the district's human relations director.

Level increases: 1-3 in all five schools.

D. The actual growth measured at the end of the 1975-76 school year is charted in Appendix F.

AMITY SCHOOL DISTRICT

I School participants:

Amity is a small school district of 4 schools 40 miles west of Portland, located in Yamhill County, with 35% poverty income in the schools. All four schools participated in the Oregon Consortium, including: Amity High School, enrollment 228 students, grades 9-12; Amity Elementary Schools, 293 students, grades 1 and 2, 5 to 8; Ballston Elementary, 83 students, grades 3 and 4; and Hopewell Elementary, 49 students, grades 1-6.

II Objectives:

Amity's plan of operations included participation of the four schools to varying degrees in seven of the Consortium's objectives:

A. To raise incremental levels of career education programs.

B. Develop a detailed plan of operation and method of assessment.

C. Develop and implement a system for gathering and distributing materials and resources pertinent to the developmental efforts of districts participating in the Oregon Consortium.

D. Develop a uniform format and guidelines for a tentative transportable model for a one-level increase in one program category. Amity chose Instructional Processes within the school curriculum, (Curriculum Category IV-C) emphasizing meaningful materials to meet the needs of students and the community.

E. Document the processes and procedures used in each of its category levels of development.

F. Develop revised sets of criteria for assessing the status of program development in each program category, and field-test them in at least one participating school.

G. Conduct ongoing exchange of products within the Consortium.

III Activities:

In keeping with the seven general objectives cited above, the Amity District undertook six specific activities, including:

A. Develop and initiate a career guidance program for small schools, Grades 1-12 (Career Guidance Curriculum Category IV-A).

B. Develop and initiate a Downtown Math and Language Program for Grades 1-6 (Process: Curriculum Category IV-C).

C. Revise the Career Exploration English program (Process: Curriculum Category IV-C).

D. Incorporate appropriate elements of Amity High School building construction into all disciplines, at the high school level (Process: Curriculum Category IV-C).

E. Develop a Career Exploration Math program (Process: Curriculum Category IV-C).

F. Update the existing curriculum guide and identify career education concepts in it. (Design: Curriculum Category IV-B).

Overall purpose was not only to develop incremental improvement in Career Education, but to develop a "How To Do" transportable model on Instruction Processes Within the School Curriculum for use of other school districts (Category IV-C, Curriculum Process).

In each of the above six activities (III A-F), the Amity School District was to follow five operational steps: staff selection, data collection, local adaptation and adoption, model development, and consultant services.

Level increases:

Activity A: Amity Elementary, 0.4 to 1.0
Ballston Elementary, 0.5 to 1.1
Hopewell Elementary, 1.1 to 1.7
Elementary (exploratory - grades 7-8), 1.5 to 2.1
Amity High School, (exploratory - Grades 9-10), 1.3 to 1.9

Activity B: Amity Elementary, 1.9 to 2.3
Ballston Elementary, 2.3 to 2.6
Hopewell Elementary, 2.2 to 2.5

Activity C: Amity High School (exploratory, grades 9-10), 1.4 to 2.0

Activity D: Amity H.S. (exploratory, 9-10) 1.4 to 2.0
Amity H.S. (preparation, 9-10) 1.8 to 2.3

Activity E: Elementary (exploratory, 7-8) 1.1 to 1.7
Amity H.S. (exploratory, 9-10) 1.4 to 2.0

Activity F: Amity Elementary, 1.6 to 2.0.
Ballston Elementary, 1.8 to 2.2
Hopewell Elementary, 2.0 to 2.3
Elementary (exploratory, 7-8) 1.5 to 1.9
Amity H.S. (exploratory, 9-10) 1.3 to 1.9

The actual growth measured for the 1975-76 school year is charted in Appendix F.

CLATSOP COUNTY INTERMEDIATE EDUCATION DISTRICT (IED)

I School participants:

Six schools of the 17 schools in the five districts of the Clatsop County Intermediate Education District, located between the ocean and the Coast Range in the far Northwest corner of Oregon, participated in the Oregon Consortium, including: Astoria High School, enrollment 750 students, grades 9-12; Astoria Junior High School, 666 students, grades 6-8; Astor Elementary, 327 students, grades K-5; Seaside High School, 476 students, grades 9-12; Broadway Elementary, 242 students, grades 7-8, and Seaside Heights Elementary, 311 students, grades K-6.

II Objectives:

The Clatsop IED's plan of operation included participation of the six schools in four objectives of the Oregon Consortium:

A. To raise the incremental levels of career education programs.

1. IED Articulation project will complete publication of its draft guidelines.

2. IED Individualized Vocational Education project for Disadvantaged/ Handicapped will produce suggested guidelines for establishing and evaluating results.

B. Develop a detailed plan of operation and method of assessment.

C. Develop a model for a one-level incremental increase in one category, the Clatsop IED chose Student Participation as directly related (Category IV-D) to vocational and educational choices relating to the district's environment.

D. Document processes and procedures used in each of its category levels of development.

III Activities:

Schools were to concentrate on Objectives II A-D (see above), as follows:

A. Five schools were to focus on the areas of Curriculum Design, Process and Student Participation (Categories IV B,C,D), including:

1. Broadway Elementary (Seaside): Integrate career education concepts into Grade 7-8 curriculum areas, more specifically to be articulated with SUTOE program (Self Understanding Through Occupational Exploration). Design level increase, 1.1-2.1; Process Level increase, 2.6-2.8; Student participation level increase, 2.3-2.5.

2. Seaside Heights Elementary to develop and implement a planned career awareness program Grades K-6. Design level increase, 1.8-2.4; Process, 2.0-2.4; Student Participation, 1.4-1.9.

3. Seaside High School: Develop and implement guidelines for articulation of career education Programs: agriculture, mechanics, and business education.

Level increases: Design, 1.8-2.4; Process, 2.0-2.4; Student Participation, 1.2-2.0.

B. Five Astoria-area schools to concentrate on Personnel Development (Category II-B) to develop and implement in-service activities to aid teachers at all levels to carry out career education assignments. Level increases: Astoria High School, 1.0-1.5; Astoria Junior High School, 1.3-1.5; Astor Elementary, 1.0-1.5; Central Elementary 1.1-1.5; Gray Elementary, 2.5-2.8.

C. All Clatsop IED schools were to participate area-wide as follows:

1. Personnel Development (Category II-B) Articulation project guidelines will form the foundation of in-service activities for guidance personnel and cluster vocation teachers in planning for articulated programs of studies for students.
2. Planning (Category I-B): The Prescribed Individualized Vocational Programs for Disadvantaged/Handicapped Students will be written up, detailing process and procedures followed in developing this type of program.
3. Curriculum Design, Process and Student Participation: Articulation project guidelines will form the foundation of in-service activities for guidance personnel and cluster vocation teachers in planning for articulated programs of studies for students.

To accomplish all of the above activity-goals (A-C) the Clatsop IED planned workshops on competencies and attainment indicators with cluster teachers and the Clatsop Community College, and workshops on working with the Disadvantaged/Handicapped for administrators, teachers and counselors. In-service training sessions also were planned on the use and misuse of assessment instruments, for teachers at all grade levels and administrators, and on integrating career education in on-going classroom activities for elementary school teachers.

Broadway Elementary: Integrate career education concepts into Grades 7-8 curriculum areas, more specifically to be articulated with SUTOE program. (Self Understanding Through Occupational Exploration)

D. The actual growth measured for the 1975-76 school year is charted in Appendix F.

ABSTRACT OF FINAL REPORT

OREGON CONSORTIUM FOR INCREMENTAL

DEVELOPMENT OF EXEMPLARY CAREER EDUCATION PROGRAMS 1975 - 76

A project funded by the U. S. Office of Education - Grant No. G007507041

Major activities: Purpose of the Oregon Consortium was broad: to expand levels of career education by measureable amounts kindergarten through high school (grades K-12). This was achieved through three major thrusts:

First: To upgrade levels of career education K-12 by measureable amounts (incremental levels) based on the 14 categories of career education specified in the Career Education Assessment Guide of the Oregon State Department of Education, under four major headings: Administration, Personnel, Schools and Community Relations, and Curriculum.

Second: Each of the five participating consortium districts focused its efforts individually on a specific program category: Career Guidance (David Douglas school district); Staff Development (Beaverton School District); Curriculum Processes (Amity School District); Student Participation (Clatsop County Intermediate Education District); and Communications (Portland School District). This led to preparation of five tentative transportable models for nationwide distribution.

Third: To use, examine, and revise the criteria of these 14 career education assessment categories.

Participants: Twenty-three target schools from five districts in Northwestern Oregon, representing over 100,000 students, participated in the Oregon Consortium project. They were picked because they had been active in career education, but had differing strengths and needs. They represented a cross section of elementary, junior high (middle or intermediate), and high schools from metropolitan, to suburban, to rural. School populations varied from affluent to poverty-levels, from all-Caucasian to substantial minority representation.

The five consortium districts included: Portland School District, a metropolitan district of 116 schools and 66,000 students; David Douglas School District, a suburban district of 13 schools and 8,536 students; Beaverton School District, a suburban school district of 38 schools and 20,197 students; Amity School District, a rural district of only four schools and 653 students; and Clatsop County Intermediate Education District, an administrative district serving five school districts in two counties.

The organization was streamlined for simplicity and efficiency of operations, and included: a full-time-project director, located in Portland, a project coordinator on-site in each of the five districts, and an eight-person, policy-making board of directors with membership from the consortium schools and the Oregon State Department of Education.

The overall consortium plan of operations was coordinated and directed by the project director. District coordinators were responsible for implementing and coordinating individual district plans of operations.

Dissemination: Major emphasis was given to maximum on-going, two-way flow of intra-consortium information between the project director and district coordinators, between target schools and other schools in consortium districts, and between consortium districts; and intra-state, between consortium districts and other Oregon school districts.

The consortium's successful execution of on-going, two-way communication was based on a simple reporting format: each month during the school year, district coordinators prepared reports for the project director, documenting progress during the month. These reports detailed: (1) What had been done, (2) Why it was done, and (3) What were the results.

Information from these reports was reviewed by the project director and board, and comments fed back to the districts, as well as distributed within the consortium. The same monthly reports were evaluated by an outside evaluator, and his evaluations sent to participants for their program guidance.

Concurrently, individual districts evaluated their individual program progress using the 11 criteria from the SDE Career Education Assessment Guide.

During the project year, a program of inter-district visitations and presentations reinforced the communication/dissemination/evaluation efforts. As a joint effort, consortium schools used, appraised, discussed and suggested revisions in the SDE Career Education Assessment Guide.

Two mini-conferences were held in Portland (February 25-27 and May 6-7, 1976) for consortium school representatives, invitees from other Oregon school districts, consortium staff, and a selection of educational experts. The mini-conferences emphasized problem-solving, two-way flow of information, evaluation and motivation. They also facilitated revision of assessment guide criteria.

It is difficult to single out all specific activities deserving attention, but a cross-section includes:

Portland: Career Cluster programs in metals, electronics and office occupations at Cleveland High School; and the Occupational Versatility Center at Sellwood Middle School.

David Douglas: The district program for career guidance for all David Douglas schools.

Beaverton: Advisory committees on career exploration and career assessment, the use of community resources, and staff development.

Amity: Expansion of the occupational versatility program, infusion of career emphasis into the math and English curriculums, creation of an interdisciplinary curriculum, and a successful community/school open house.

Clatsop: Significant progress in student involvement, based on increased commitment of administration, teachers, and other staff; and greater relevancy of the career education program to the district's environment.

The Oregon Consortium project originally was conceived as a three-year program. At the end of Phase I, it has, according to the outside evaluator, "accomplished all of its objectives, except for the pilot testing of the revised Career Education Assessment Guide Criteria." Several schools will undertake this task during the coming year, and it is anticipated that the instrument will provide an improved strategy for assessing career education programs.

Most visible results of the Oregon Consortium project are the five "how-to-do-it" models on career guidance, staff development, student participation, curriculum, and communication. These convenient 8½ x 11 booklets have been disseminated to schools throughout the state and nation.